Reflections on Coaching: Enhancing Equity and Sustainability in Urban Schools
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About Us...
The Rutgers Center for Comprehensive School Mental Health (Rutgers-CCSMH) in the Department of Psychiatric Rehabilitation and Counseling Professions delivers training, technical assistance, and consultation to K-12 schools, districts, and state education agencies to support the implementation of comprehensive school-based mental health systems.

Agenda
1. Background: The Importance of Coaching Support
2. Evidence-Based Coaching Models
3. Coaching Through an Equity Lens
4. Case Study: Lessons Learned
Session Objectives

- Participants will be able to identify various coaching models to support classroom and school-wide PBIS implementation and sustainability.
- Participants will be able to evaluate coaching models using a case study to explore the complexity of school culture, buy-in, and establishing rapport.
- Participants will identify unique considerations for the role of a coach in an urban setting.

Icebreaker

What makes an effective coach?

Agenda

1. Background: The Importance of Coaching Support
Background: The Importance of Coaching Support

Complexities of Implementation

- Limited resources
- Students with diverse learning needs
- Competing demands
- Resistance to change

Pre-Implementation Factors

- Support of the program by the school principal
- Professional burnout
- Acceptability of the program
- Compatibility of the program with their own beliefs
- Teachers’ beliefs
- The anticipated effectiveness

Han and Weis, 2005  
Reinke & Herman, 2014
Program Specific Factors

- Teacher Training
- Performance Feedback

Why Coaching?

- Fidelity: Extent to which teachers and other staff implement a program as designed or intended
- High implementation fidelity = better student outcomes

Durlak and DuPre, 2008

Why Coaching?

- Implementation of evidence-based prevention programs often less than optimal in the real world
- Less than half of evidence-based programs are implemented with fidelity in school settings
- Ongoing professional development in the form of coaching can enhance teacher skills and implementation

US DOE, 2012, Becker et al., 2013
Coaching Matters

- Adapted from Driscoll et al., 2011

In service Alone

In service + Supports (e.g. coaching)

Implementation Fidelity

Agenda

1. Background: The Importance of Coaching Support
2. Evidence-Based Coaching Models

Evidence-Based Coaching Models
What makes for a great teacher-coach relationship?

- Working Relationships are Key
  - Effective coaching requires good working relationships
  - Positive teacher-coach relationships associated with better teacher engagement and program implementation
  - Mitigates negative impact of teacher burnout

Adapted from RYSE, 2017
Core Coaching Elements

- Needs Assessment
- Modeling
- Technical Assistance & Other Support
- Check-ins

Process Model of Enhanced Sustainability

§ Considers and adapts program based on pre-implementation factors
§ Consultation is focused on the feedback loop processes
§ Feedback loop serves two primary functions:
  § enhance teachers' implementation skills
  § provide motivation to implement the program

Han and Heis, 2015

Process Model of Enhance Sustainability

Project Support
- Intensive Teacher Training & Consultant Feedback

- Fidelity of Program Implementation
- Increased Motivation to Implement & Increased Skill
- Improvements in Student Behavior
- Teacher Experience & Success
Classroom Check-Up (CCU)

- Adopted from the "Family Check-Up Model (FCU)"
- Classwide consultation model
- Grounded in Motivational Interviewing
  - Personalized feedback to teachers
  - Encourages personal responsibility for decision making
  - Menu of intervention options

Reinke et al. 2001

Classroom Check-Up Steps

1. Assess the classroom
2. Providing the teacher with feedback
3. Developing a menu of interventions
4. Choosing the intervention collaboratively with the teacher
5. Teacher self-monitoring of the intervention
6. Performance feedback

My Teaching Partner Secondary (MTP-S)

- Originally developed for pre-K and early elementary (MTP Pre-K)
- Coaches are paired with teachers over 1 to 2 years; 6-9 coaching cycles per year
- Includes the use of Classroom Assessment Scoring System-Secondary Observation (CLASS-S) Tool and teacher video records
- Coaches aim to improve:
  - Quality of teacher-student interactions
  - Reduce problematic social and behavioral outcomes
  - Increase academic achievement

Gregory et al. 2017
Teacher video recorded; the coach selects a "nice work" and "consider this" clip.

Teacher reflection of video with cCLASS-S terms and prompts.

Teacher responds to writing prompts.

Teacher & coach discuss video clips, written prompts, and responses.

Coach sends written summary of discussion & includes an action plan.

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**MTP-S Coaching Model**

Gregory et al. 2017

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**Coaching Impact**

<table>
<thead>
<tr>
<th>Strengthened Program Implementation</th>
<th>Improved Student Behavior</th>
<th>Improved Student Teacher Interaction</th>
<th>Improved Teacher Coach Interaction</th>
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</thead>
<tbody>
<tr>
<td>Process Model of Enhanced Sustainability</td>
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<tr>
<td>Classroom Check-Up (CCU)</td>
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Gregory et al. 2017

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**Agenda**

1. Background: The Importance of Coaching Support
2. Evidence-Based Coaching Models
3. Coaching Through an Equity Lens
The problem......

- Education quality varies according to where students live in the United States.
- African American, Latino, and marginalized students are more likely to have limited access to high-quality curriculum,
- subjected to harsher discipline,
- encounter multiple forms of structural and interpersonal racism,
- and attend schools in neighborhoods that have been systematically under-resourced (Carter, et al. 2010)

Coaching Through an Equity Lens

Also known as "Transformational Coaching" or "Culturally Responsive Coaching"
Requires the ability to examine our behaviors, beliefs, and ways of being
Understanding the role of the coach is an act of service
Coaching for equity requires being deeply committed and aware of your purpose
Three Components of Transformational Coaching

The Coach
The Client
The Systems

The Three B's of Transformational Coaching

WAYS OF BEING
Emotional intelligence and resilience, engagement, and self-care

BELIEFS
Mental models, knowledge, and experiences

BEHAVIORS
Skills

The Coach

- A Transformational Coach attends to
  their own behaviors, beliefs, and ways of
  being.
- High emotional intelligence
- The ability to form trusting relationships
- A deep sense of purpose
- Self-reflection
The Client

- Transformational coaching addresses a client's behaviors, beliefs, and way of being.
- When working with the client, the coach’s responsibility is to:
  - increase the client’s emotional resilience
  - strengthen the client’s reflective abilities
  - build the client’s skills

The Systems

- Adopting a systems-thinking approach
- Having a basic knowledge and understanding of the systems in which we work
- Identifying the strengths & challenges
- Evaluating our influence and identifying entry points for change

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4. Case Study: Lessons Learned
Background

- Currently pre-K to 7th grade
- Approximately 700 students; 60 teachers
- Predominantly Latino community with majority of students coming from homes where Spanish is the first language
- One of the largest bilingual programs in the district
- High proportion of students from economically disadvantaged backgrounds
- Serves a large percentage of students with disabilities

Project Overview

2016-17 SY
- Board of Education Inclusion Pilot
- Professional development with a focus on UDL
- On-site coaching to plan for the delivery of integrated services

2018-2020 SY
- Safe and Supportive Learning Environments Grant
- SEL & PBIS professional development for staff
- Successful implementation of Second Step curriculum
- Identified and trained 3 SEL/PBIS teacher champions
- Established PBIS/SEL Leadership Team

2020-2022 SY
- PBIS Kickoff
- Established consistent SEL practices within school routines
- Begins integrating SEL into the academic curriculum
- SEL & PBIS workshops for families

Layers of Coaching Support

- Systems & Institutions: District, county or state office of education, etc.
- Communities & Families: After school programs, community and culture centers, faith-based organizations, etc.
- Schools: Elementary, middle, and high school teams
- Teachers: Individual classroom level support

Adapted from RYSE, 2017
Understanding the System

Pre-Coaching Checklist
- Visit the neighborhood
- Visit the district’s website to gain a basic understanding of the system
- Research the school’s demographics
- Arrange a pre-meeting with administration, team members, and parents
- Identify strengths
- Understand needs

Project Goals vs School Needs

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<tr>
<th>Project Goals</th>
<th>School Needs</th>
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<tr>
<td>School-Wide SEL Implementation</td>
<td>School-Wide PBIS</td>
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<td>SEL Leadership Team</td>
<td>Tier I Team including SEL &amp; PBIS</td>
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<td>Grants Management</td>
<td>Implementation</td>
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<td>School-to-School Collaboration</td>
<td>Classroom Coaching Support</td>
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<td>SEL Coaching Support</td>
<td>PBIS &amp; SEL Coaching Support</td>
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<td>Development of Teacher Leaders</td>
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<td>Parent Behavior Support</td>
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Identifying School and Community Strengths

- High-impact family engagement
- Support staff hired from the community
- Teachers from the community make up a large portion of the teaching staff
- A strong commitment to embracing the whole child by addressing students' academic and social-emotional needs and interests
- The importance of creating and sustaining a "family atmosphere" by administration

Working with the Client

"Our coach is the kind of person who sees her mentorship as a relationship that continues and transcends contractual ending. Ultimately, she sees our success, the success of our school, and the success of our students as the most important thing.

Building the Teacher-Coach Relationship

- Strength-Based Approach
- Grounded in Motivational Interviewing
- Providing Clear Expectations
- Leading With Empathy
- Authenticity
Coaching for Equity & Sustainability (CES) Model

Pre-Coaching Checklist
- Teacher Interview
- Assess the classroom (data collection)
- Provide feedback
- Identify PBIS teacher champions
- Implement evidence-based practices
- Collaborative action planning
- Train the teacher
- Post-coaching support

Post-Coaching Checklist
- Administer coaching evaluation survey
- Reflect on current practices
- Make any necessary adjustments
- Recommend teachers for PBIS champion program
- Action planning

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Outcomes

Graphic representation

3/21/23
Tips for Success

Recommendations for Organizations

- Consider hiring coaches from the communities you serve
- Expanding the coach job description
- Coaching requires ongoing opportunities for self-reflection and learning
- Re-examine your core values and mission
- Collect data on the teacher/schools coaching experience

Recommendations for Coaches

- Coaching starts before entering the school building
  - Are you familiar with the neighborhoods you serve?
- Being a coach is an act of service
- Consistently evaluate your coaching practices
- Identify the strengths within the community
Reflection...

- What is your purpose? How does it align with your work?
- What elements of transformational coaching do you currently implement?
- What elements of transformational coaching would you like to start implementing?

Questions

Thank you!

Contact Information
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This presentation is dedicated to all the administrators, teachers, and families who have allowed me to serve your school communities for the last 20 years. You have entrusted us with the important task of providing students with the highest quality education in a safe and nurturing environment.