

RUTGERS
School of Health Professions

Reflections on Coaching:
Enhancing Equity and Sustainability in Urban Schools

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20th International Conference on
Positive Behavior Support
March 29, 2023


Rutgers, The State University of New Jersey

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RUTGERS

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.



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Agenda

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

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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



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Icebreaker
What makes an effective coach?

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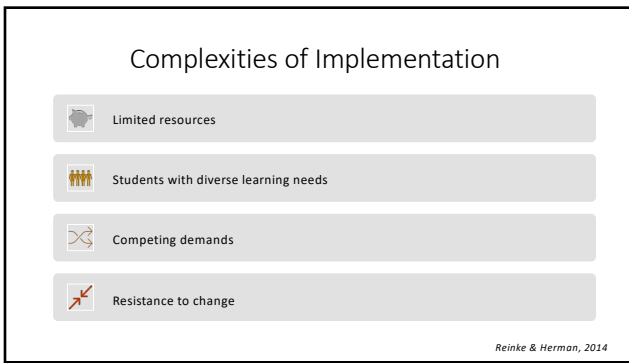
Agenda

→ 1. Background: The Importance of Coaching Support

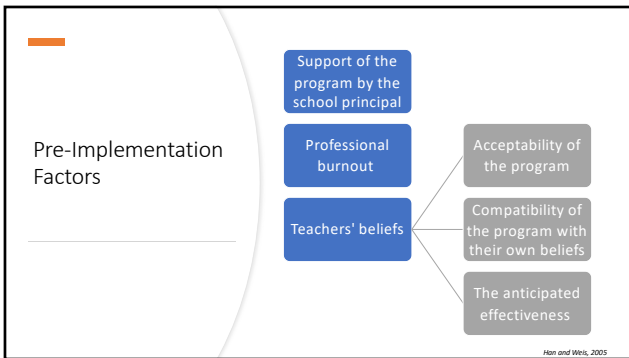
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Program Specific Factors

- Teacher Training
- Performance Feedback

A man in a light blue shirt and dark pants stands with his back to the camera, looking at a whiteboard. On the whiteboard, there are two hand-drawn arrows. The top arrow points to the right and is labeled 'OLD WAY'. The bottom arrow points to the left and is labeled 'NEW WAY'.

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Why Coaching?

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

A classroom scene showing a teacher in a pink shirt standing at the front, facing a group of students seated at desks. One student in the foreground has their hand raised.

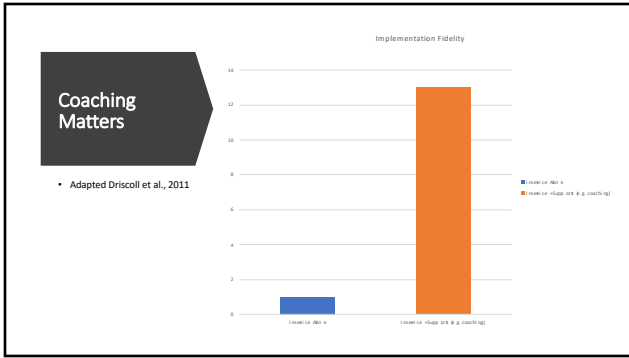
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Why Coaching?

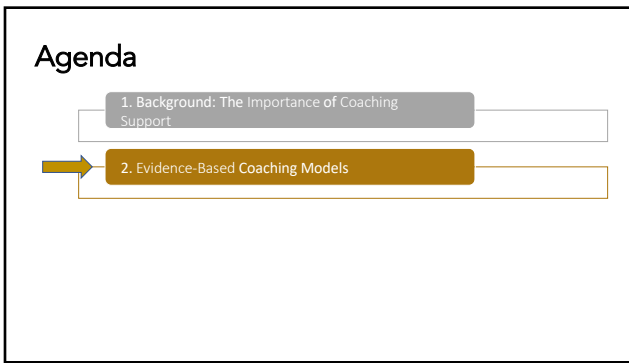
- Implementation of evidence-based prevention programs often less than optimal in the real world
- Less than half of evidence-based programs are implemented with fidelity in school settings
- Ongoing professional development in the form of coaching can enhance teacher skills and implementation

A teacher and two students are gathered around a laptop in a library or classroom setting. The teacher is pointing at the screen while the students look on.

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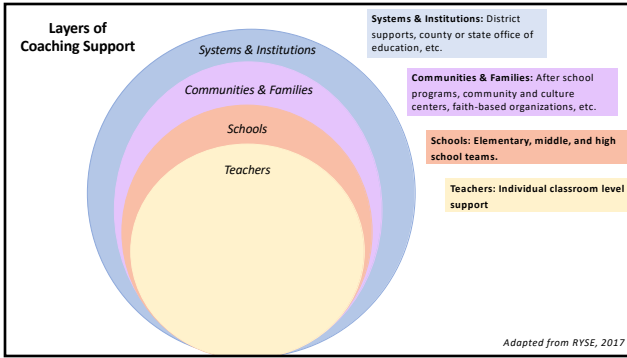
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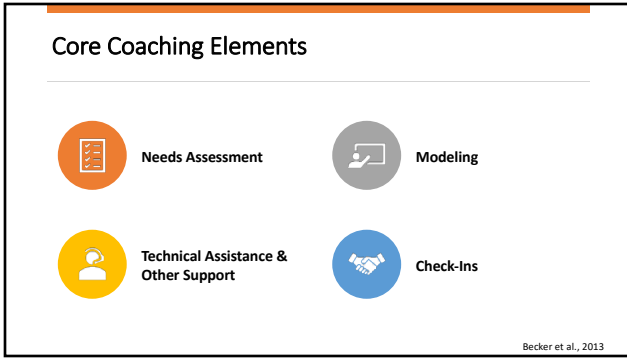
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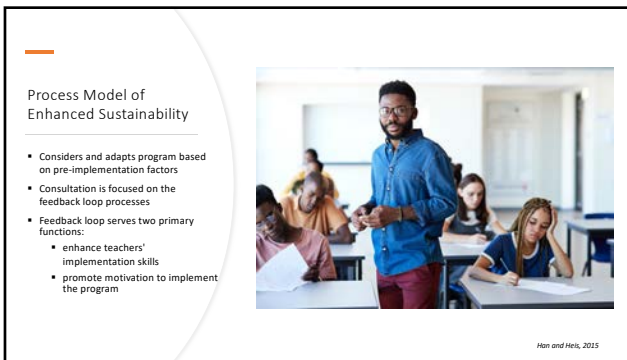
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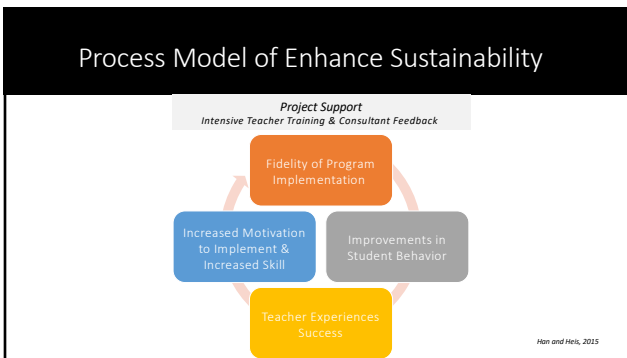
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Classroom Check-Up (CCU)

- 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

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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

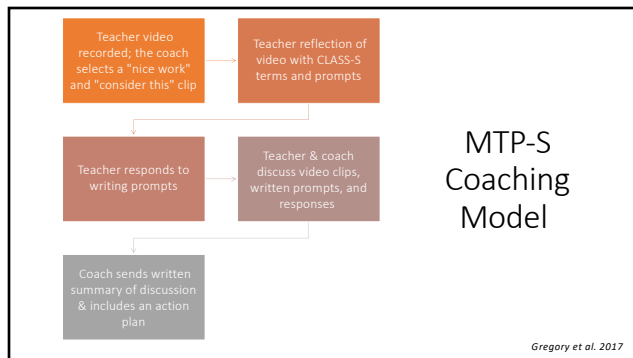
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My Teaching Partner Secondary (MTP-S)

- 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

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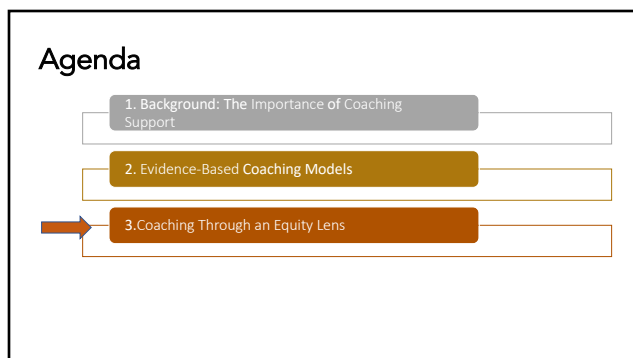
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Coaching Impact

	Strengthened Program Implementation	Improved Student Behavior	Improved Student Teacher Interaction	Improved Teacher Coach Interaction
Process Model of Enhanced Sustainability	✓			
Classroom Check-Up (CCU)	✓	✓		
My Teaching Partner Secondary (MTP-S)		✓	✓	

Gregory et al. 2017

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The problem.....

- Education quality varies according to where students live in the United States.
- African American, Latinx, 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)

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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

Coaching for Equity, 2020

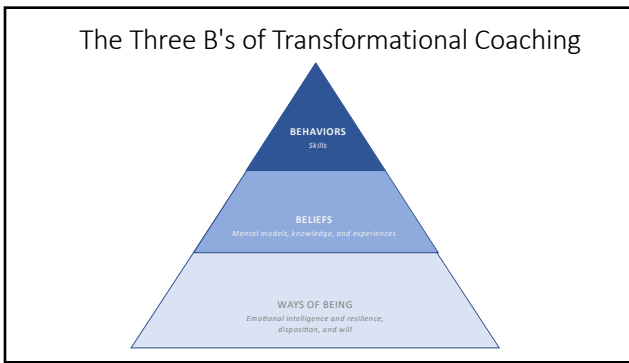
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Three Components of Transformational Coaching

- The Coach
- The Client
- The Systems




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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-reflective



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The Client

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



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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

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Background

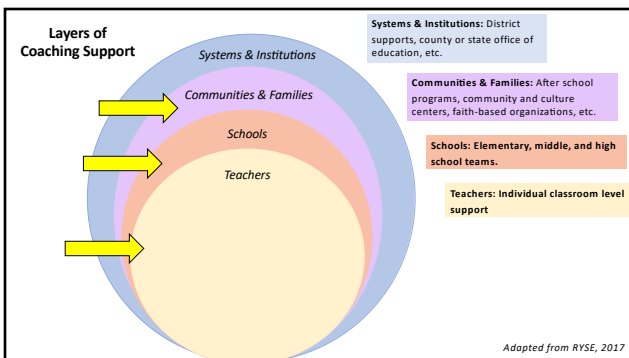
- Currently pre-K to 7th grade
- Approximately 700 students; 60 teachers
- Predominantly Latino community with majority of students coming from homes where Spanish is the first language
- One of the largest bilingual programs in the district
- High proportion of students from economically disadvantaged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

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Project Overview

2016-17 SY	2018-2020 SY	2020-2022 SY
 Board of Education Inclusion Pilot Professional development with a focus on UDL On-site coaching to plan for the delivery of integrated services	 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	 PBIS Kickoff Established consistent SEL practices within school routines Began integrating SEL into the academic curriculum SEL & PBIS workshops for families

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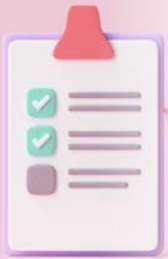


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Understanding the System

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Pre-Coaching Checklist

- Visit the neighborhood
- Visit the districts 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

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Project Goals vs School Needs

Project Goals	School Needs
<ul style="list-style-type: none"> ▪ School-Wide SEL Implementation ▪ SEL Leadership Team ▪ Grants Management ▪ School-to-School Collaboration ▪ SEL Coaching Support 	<ul style="list-style-type: none"> ▪ School-Wide PBIS ▪ Tier I Team including SEL & PBIS implementation ▪ Classroom Coaching Support ▪ PBIS & SEL Coaching Support ▪ Development of Teacher Leaders ▪ Parent Behavior Support

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Identifying School and Community Strengths

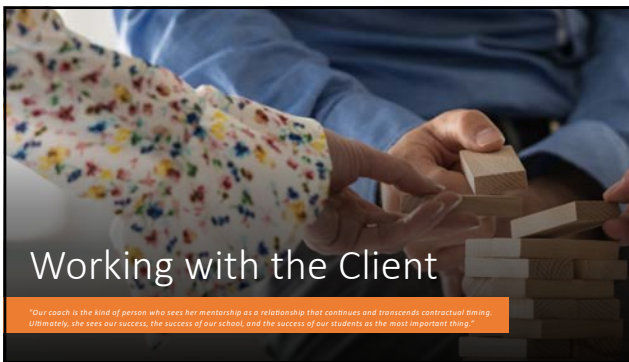
- High-impact family engagement
- Support staff hired from the community
- Teachers from the community make up a large portion of the teaching staff
- A strong commitment to embracing the whole child by addressing students' academic and social-emotional needs and interests
- The importance of creating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



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Working with the Client

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

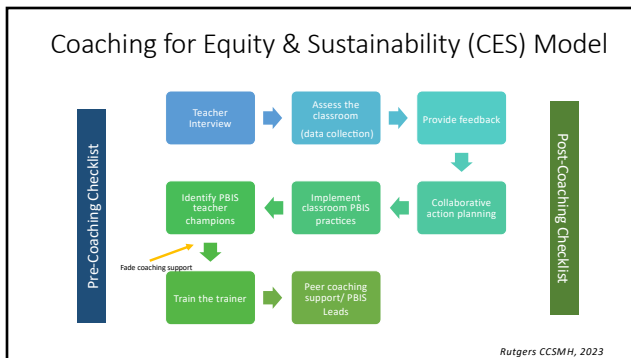


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Building the Teacher-Coach Relationship

- Strength-Based Approach
- Grounded in Motivational Interviewing
- Providing Clear Expectations
- Leading With Empathy
- Authenticity

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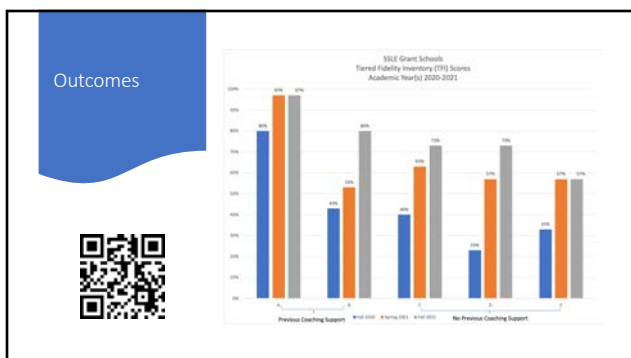


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Post-Coaching Checklist

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

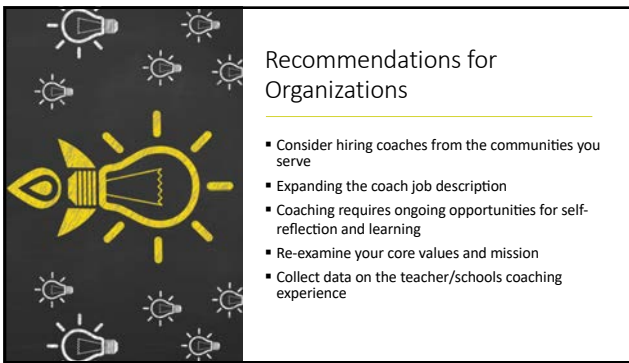
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Reflection...

- 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?



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Questions



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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. Your commitment to providing students with the highest quality education is nothing short of exemplary.

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