Individualized Coaching Service Delivery Plans (CSDPs)

For District Coordinators

2020-2021

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Intended Outcomes

- Define Systems Coaching

- Identify the purpose and components of an Individualized Coaching Service Delivery Plan (CSDP)

- Understand the process for developing an Individualized CSDP

- Explain how Individualized CSDPs are monitored and used by coaches

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Agenda

1.0 Systems Coaching

2.0 Developing an Individualized CSDP

3.0 Using an Individualized CSDP

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1.0 Systems Coaching

What is Systems Coaching?

Systems coaching at the district level focuses on developing a District Implementation Team's (DIT) capacity to effectively implement and sustain a district implementation infrastructure to support schools in their use of Multi-Tiered System of Supports (MTSS).

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Distinguishing Between Coaching Types

Systems Coaching

- Coaching to develop the capacity to effectively use or support the use of a an effective innovation (e.g., program, practice, framework) to enhance student outcomes

- Example: Supporting the District Implementation Team in the development and use of a district implementation infrastructure

Instructional Coaching

- "Content / practice-level coaching" to help teachers improve instruction in a discipline using a particular strategy, practice, or program to improve student outcomes

- Example: Supporting teachers in use of a reading intervention program

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A Systems Coach..

… uses an Individualized Coaching Service Delivery Plan to focus the support provided to the District Implementation team as they work to install and implement MTSS, with the end goal being improved student outcomes.

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2.0 Developing an Individualized Coaching Service Delivery Plan (CSDP)

Timeline for Initial Development

- Starting in the Winter of Year 1, your Implementation Specialist will model how to develop an Individualized CSDP for your district
- Beginning in the Fall of Year 3, responsibility for the development of CSDPs will begin to transition to the Coordinator
- Time will need to be allocated by the Coordinator monthly to monitor and update the plan

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Big Ideas of CSDP

- An Individualized Coaching Service Delivery Plan outlines the specific actions a coordinator will take when coaching the District Implementation Team

- Plan is developed based on that district's data

- Coordinators need to differentiate their coaching supports based on the specific needs of the district

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Components of a CSDP

A Coaching Service Delivery Plan (CSDP) outlines:

- Concepts that will be intentionally coached

- Continuum of coaching supports

- Measures that will be used to determine the effectiveness of coaching supports

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Steps for Developing a District CSDP

1. Summarize Baseline Data

2. Develop a SMART Goal for Coaching

3. Outline Coaching Supports

4. Identify Preparation Required

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Baseline Data

Big Idea:

- Data will be used to determine coaching concepts and coaching supports provided

- Consider the following types of data:
  - Incomplete Installation Checklist Items
  - District Capacity Assessment (DCA) items and subscales
  - Product Reviews
  - Observations
  - Fidelity and Outcome Data across schools (e.g. TFIs, SWIS, Acadience, EWI)

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Example: Baseline Data

Area of Focus: District Implementation Infrastructure (MTSS)

Baseline Data: What does data indicate are areas for improvement in order to keep implementation moving forward?

- DCA Total Score=52%
  - Organizational Leadership=67%
  - Data System for Decision Making=40%
  - Competency=29%
- Installation Checklist Items: Our team has completed 73% of Installation checklist 1-12, with 5% in progress and 22% not started. Items not completed include development and use of a communication survey, as well as communication about and use of the district alignment and review processes. This aligns with DCA Item 10, which scored a 1.
- Observations: Our team operating procedures need strengthening, including adhering to norms and consistently following up on action items. This is in alignment with DCA Item 4, which the team scored a 1. Informal feedback from school team's is that additional communication is needed to all staff about district-level work and how the DIT is supporting schools.

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SMART Goal

Big Idea:

- Goal for improved implementation as a result of coaching support
- Framed around identified coaching concepts and selected effectiveness measures

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Coaching Concepts

Big Idea:

- Coaching Concepts are identified for installation and use of a District Implementation Infrastructure

- Grouped by the stage of implementation (Exploration, Installation, Implementation)

- Listed in order of priority

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Example: Coaching Concept

Installation

Table 2. Coaching concepts at the Installation stage with corresponding DCA item(s)

Coaching Concepts	DCA Item
1. DIT development (roles and responsibilities identified, meeting schedule, meeting notes, action plan, decision making protocol)	4*
2. Effective Innovation (EI) fluency (data, systems, practices outlined in SWPBIS-TFI, R-TFIs) a. Tier 1 School-wide PBIS b. School-Wide Reading Model (elementary) c. School-Wide Content Area Reading Model (secondary) d. MiMTSS Data System	N/A
3. Communication protocol development and use a. DIT to SLT b. Other groups / teams and stakeholders whose work impacts the Effective Innovation (e.g., Board of Education, ISD IT)	10, 17

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Coaching Effectiveness Measures

Big Idea: Data sources used to measure the impact of coaching supports

- DCA Items
- Observations of District Implementation Team
- Product Reviews
- Feedback from Coaching Satisfaction Survey
- Improvement in Fidelity and Outcomes Across Schools

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Example: SMART Goal

SMART Goal(s): What is the goal for improved implementation as a result of coaching support? Frame the goal around the concepts/skills from the coaching service delivery plan for the area of focus and identify effectiveness measures (e.g., DCA items, observation, product reviews, survey results).

- o **DIT Development**: By August 2020, the DIT will demonstrate strong team operation procedures as measured by a score of 2 on Item 4 of the DCA. This score will be consistent with coach observation.
- o **Communication Protocol Development and Use**: By August 2020, the DIT will consistently use established communication protocols and communication will be effective as measured by a score of 2 on Item 10 of the DCA and at least 80% or more of staff rating agree on the communication survey. This score will be consistent with coach observation.

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Coaching Supports

Big Idea: Strategies and methods a Coordinator uses to support the District Implementation Team and improve implementation

- Framed around the identified coaching concept
- Include specific details including frequency (e.g., when, where), timeline and individuals involved
- Use a continuum of coaching methods
- Include expectations and guidelines for providing feedback

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Continuum of Coaching Methods

- Aligned with the four functions of coaching
  - Fluency building (e.g. teaching, modeling, co-facilitation)
  - Providing feedback (e.g. observations, product reviews)
  - Adaptation to the district's local context
  - Prompting team and / or specific team members

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Mechanisms to Provide Feedback

Types of Feedback

- Recognition – "Glows"

- Suggestions for Improvement – "Grows"

Method of Feedback

- Verbal

- Written

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Recognition Guidelines

- Sincere

- Descriptive and conceptual

- Includes at least one rationale related to:

  - ⑩ Furthering systems change / organizational goals

  - ⑩ Contribution to current efforts

  - ⑩ Strengths that individual brings to the change effort

  - ⑩ Strengths the district team has that are aligned with the future vision

- Conversational and engaging in style

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Preparation Required

Big Idea: Outlines actions a Coordinator would need to take in order to be adequately prepared to coach the DIT to implement the prioritized concept or skill

- Things you need as a coach

- Things you need to do

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Example: Supports and Preparation

Supports and Preparation: Outline strategies and support needed to develop the team's knowledge, skills and abilities. Outline detailed steps for how coaching support will be provided for each concept.

Coaching Concept	Coaching Supports (Method of Support: Fluency Building [e.g., teaching, modeling, co-facilitation], Feedback [e.g., observation, product reviews], Adaptation, Prompting)	Preparation Required
1. DIT Development	o Review installation checklist items with team monthly o Review/monitor action plan to ensure that assigned tasks are understood by all at end of each meeting o Add as a standing agenda item to monthly DIT agendas "Review Previous Action Items" by February o Send out a reminder to team prior to each meeting to prompt members to check on status and update their assigned action plan items o Observe and provide feedback on teams use of operating procedures and adherence to norms	o Add standing agenda item to Agenda Template "Review Previous Action Items' o Allocate time to send pre-meeting reminders o Review DIT Operating Procedures document
2. Communication Protocol Development and Use	o Conduct a product review of existing communication protocols and develop recommendations for updates by February DIT meeting o Share feedback with DIT and determine next steps for updating protocols at February DIT meeting o Work with DIT to update communication protocols by March o Prompt and observe use of communication protocols during DIT meetings o Facilitate the development of a communication effectiveness survey by March o Prompt the administration of the communication survey prior to the end of the school year	o Review communication protocols and prepare feedback o Prepare to observe DIT meetings o Gather examples of communication surveys

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3.0 Using an Individualized CSDP

Monitoring CSDPs

Big Idea: For CSDPs to be effective, they need to be routinely monitored and used

- Reviewed and updated monthly

- Used to guide the coaching supports provided to the District Implementation Team

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Example: Coaching Plan Adherence

Coaching Plan Adherence: Review and update your coaching plan monthly. Document the number of completed coaching supports out of the total to indicate plan progress. 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.

Date	Plan Progress (Completed Supports/Total)	Are coaching supports on track?
2.12.20	Concept 1 (DIT Development): 4/5 coaching supports met. At the last meeting action plan items and installation checklists were updated and reviewed. Concept 2 (Communication): 2/6 coaching supports met. Product review of protocols and feedback provided to team.	Concept 1: We are on track to meet the goal by August. Concept 2: We are on track to meet the goal by August.
3.20.20	Concept 1 (DIT Development): 4/5 coaching supports met. At the last two meetings, action items and installation checklists were updated and reviewed. Concept 2 (Communication): 3/6 coaching supports met. The team has updated communication protocols, but they have not been used. The communication survey has not been developed.	Concept 1: We are on track to meet the goal by August. Concept 2: We are off track to meet the goal by August. Coaching support needs to focus on use of protocols and development of survey.

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Coaching Data Analysis

Big Idea: Impact of coaching supports is analyzed at least two times a year to determine adjustments to the CSDP, coaching system and support provided to the Coordinator

- Coordinators conduct a deeper analysis of coaching effectiveness data at least two times a year (October, February)
- This data is shared with the DIT to identify additional support for the Coordinator (e.g. coaching, training) and to inform improvements to the coaching system

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