

Development and Use of District Individualized Coaching Service Delivery Plans

This document outlines the process a coordinator completes to develop an individualized coaching service delivery plan.

Resources

- DIT Coaching Concepts and Delivery Methods
- District Individualized Coaching Service Delivery Plan Template

Developing a Plan

Area of Focus

When developing a district coaching service delivery plan, the focus is on the installation and successful use of a district implementation infrastructure.

Baseline Data

Baseline data is reviewed to determine areas in need of coaching support to keep implementation moving forward. Develop a summary of baseline data and consider all of the following data sources for the area of focus:

- Incomplete Installation Checklist Items
- District Capacity Assessment (DCA) items and scale scores
- Product Reviews
- Observations
- Fidelity and Outcome Data across schools (e.g. TFIs, SWIS, Acadience, EWI)

What does data indicate are areas for improvement in order to keep implementation moving forward? If the accuracy of the data is in question, note this in the summary of baseline data as an area for improvement.

SMART Goal(s)

Based on review of baseline data, develop a SMART Goal for improved implementation as a result of coaching support. Frame the goal around the concepts / skills from the DIT Coaching Concepts and identify effectiveness measures.

1. **Identify Coaching Concepts:** Review baseline data and select 1-2 concept(s) to coach to improve implementation
 - Access the DIT Coaching Concepts and Delivery Method document

- Cross reference the previously reviewed baseline data with the coaching concepts listed.
 - Concepts are listed in in order of priority. Consider selecting concepts of highest priority.
 - Select 1-2 coaching concepts on which to focus your coaching support.
2. **Identify Effectiveness Measures:** Identify the data source(s) that will indicate the team has improved implementation as a result of coaching support for the identified concept(s) (e.g. DCA items, observations, product reviews, coaching survey).
- When selecting a coaching effectiveness measure, consider that the ultimate goal is to improve fidelity and student outcomes across schools. Fidelity and outcome data can be a supplemental piece of data to consider when reflecting on coaching effectiveness, however it is a less sensitive measure of immediate growth. District coordinators do not have a direct impact on school fidelity and student outcomes, but they do have a direct impact on the district systems that are being implemented. If fidelity and student outcomes across schools are identified as a coaching effectiveness measures, consider pairing with additional measures that will reflect a more immediate impact of coaching supports.
3. **Develop a Measurable Goal:** Determine what the goal for improved implementation will be as a result of coaching support. Include the identified concept and effectiveness measure. Ensure the goal is specific, measurable, achievable, realistic and timebound.

Coaching Supports

Coaching supports outline the specific strategies and methods a coach uses to improve implementation and coach the team.

When identifying coaching supports:

- Include specific details about the type of support, frequency (e.g., when and where), timeline, and individuals involved.
- Reflect on the data used to identify the coaching concept, as well as any coaching survey data (if available), to determine coaching supports
- Determine the method for providing coaching support. Select from the continuum of coaching methods based on the team's stage of implementation and level of understanding of the concepts after attending training. The continuum of coaching methods includes:
 - Fluency building
 - Teaching
 - Modeling
 - Co-facilitation
 - Providing feedback (verbal and written)
 - Observations
 - Product reviews
 - Adaptation to the district's local context

- Prompting team and / or specific team members (verbal and written)
- Include expectations and guidelines for providing feedback (when appropriate)

Use the guidance above to outline the detailed steps for how coaching support will be provided for each concept.

Preparation Required

Preparation required prompts coaches to identify what needs to be done as a coach to be able to provide coaching support. Preparation may include the following:

- Plan for allocating the time needed to prepare to coach
- Plan for any necessary communication with executive leaders, administrators, and/or DIT
- Review resources and materials
- Prepare to co-facilitate meetings

Monitoring and Use of a Plan

For coaching plans to be effective, they need to be routinely monitored and used. Coaching plans should be reviewed monthly and used to guide coaching supports. For monthly monitoring, follow the steps below.

1. Update Coaching Supports and Preparation
 - Review the supports and preparation for each concept.
 - Check off any coaching supports or preparation that has been completed.
2. Update Coaching Plan Adherence
 - Document the date of review
 - Document the number of coaching supports that have been completed out of the total coaching supports (e.g., 5/7)
 - Review the progress toward your SMART objective. Document whether you are on track to meet the SMART goal within the identified timeline and given the coaching supports outlined in the plan.
3. Review remaining coaching supports and preparation. If adjustments are necessary, refine components of the plan.
4. Prepare for, and plan to, provide additional supports outlined in your plan.

Communicating Coaching Progress

Two to three times a year, coordinators will summarize coaching progress and communicate accomplishments, barriers, and progress to the District Implementation Team. These data will be used to inform improvements to the district coaching system and identify additional implementation supports.

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