

District Continuous Improvement Framework

Administrator's Guide to Coaching
Second Edition, 2020





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Institute for Human Development

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Common Acronyms

Abbreviation	Explanation
CST	Coaching Support Team
CT	Collaborative Teams
CTE	Collective Teacher Efficacy
CWIS	Collaborative Work Implementation Scale/Survey
DACL	Developing Assessment Capable Learners
DBDM	Data-Based Decision Making
DCI	District Continuous Improvement
DLT	District Leadership Team
ESSA	Every Student Succeeds Act
ETLP	Effective Teaching and Learning Practices
HQPD	High Quality Professional Development
MMD	Missouri Model Districts
PD	Professional Development
PLM	Professional Learning Module
RPDC	Regional Professional Development Center
SAPP	Self-Assessment Practice Profile
SBIC	School-Based Implementation Coaching
VLP	Virtual Learning Platform

Purpose

The purpose of the Administrator’s Guide to Coaching is to provide direction and recommendations for establishing an effective approach to professional learning through coaching. This guide focuses on key aspects of successful coaching and information school leaders need to create the conditions necessary for coaching implementation within a district/building.

Intended Audience

District and building administrators who have oversight for strategic planning, professional learning, resource allocation, and teacher support are the intended audience for this guide. It may also be helpful for District and Building Leadership Teams (DLT/BLT), Coaching Support Teams (CST), and Regional Professional Development Center (RPDC) members. The Administrator’s Guide to Coaching aids school improvement efforts within the District Continuous Improvement (DCI) Framework.

Overview of Contents & Organization

The contents of this guide begin with a definition and description of the benefits of coaching. It serves as a resource to administrators for understanding effective coaching practices, characteristics of successful coaches, and the role of School-Based Implementation Coaching (SBIC) within the DCI Framework.

Following this overview are two sections that outline the two distinct roles of an administrator in the implementation of effective coaching practices. First are practical recommendations for creating the structures to support internal coaching within your district. Setting up a structure for internal coaching is a necessary component to ensure training content is implemented as desired. Second are helpful tips on how to successfully partner with your Coaching Support Team to implement DCI Practices. The CST serves as the external coach for administrators.

This guide is a supplement to the School-Based Implementation Coaching Practice Profile and Professional Learning Module. It is designed to provide administrators with key information needed to lead teams through the professional development process, guarantee training is implemented in classrooms, and realize the increased benefits of DCI Practices for students.

Using Coaching to Support Implementation

How one district used coaching to support professional learning.

Wanting to ensure strategies learned during professional development using the Developing Assessment Capable Learners (DACL) Professional Learning Module were fully implemented, District Leadership and CST members developed a plan to incorporate School-Based Implementation Coaching as a process to support DACL implementation across their district.

Staff development included simultaneous training in both DACL and SBIC. Vertical peer coaching teams were created across grade levels and content (e.g., the kindergarten teacher, the 9th grade math teacher, and the art teacher were a peer coaching team). After a day of training, peer coaching teams made plans to implement DACL strategies in their classrooms and provide each other with feedback using SBIC strategies. At first, having a peer observe them in their classroom was a little uncomfortable, but as they built relationships and were able to receive specific, positive feedback and helpful data, the staff found the use of their peer coaching model to be a positive experience. It became the catalyst to improving everyone's use of DACL.

Coaching wasn't something that just happened in this district. School leadership was crucial to the effectiveness of using coaching as a professional development process. It took administrative leadership at all levels to create the structures needed for effective implementation. The school principal and district leadership set the vision and expectation that everyone would participate. A training plan was created, a coaching approach selected, goals for implementation were developed, and time was provided for peer coaches to meet and conduct classroom observations. Without these key structures, teachers would not have been able to systemically use peer coaching as a method to extend their learning and refine their implementation of DACL.

Coaching and School Improvement

This district's story isn't unique. Many districts across Missouri have experienced the impact of incorporating coaching into professional learning. Coaching provides motivation, promotes learning, and develops skills through practice and deep reflection.¹ In their noteworthy research on professional learning, Joyce and Showers (2002) first described training and coaching as necessary compliments for the application of professional learning.² Since that time, researchers have validated their findings and linked teacher coaching with positive effects on student achievement.³ Lasting change in teacher behavior is more probable when training and coaching are combined.

Training introduces a learner to new knowledge and skills, while coaching supports learners in applying those skills. Coaching provides support and feedback in relation to a learner's personal style of teaching and their specific students. Together coaches and teachers can focus on activities and assessments used in the teacher's classroom which aid problem-solving implementation issues; lesson design; and alignment of learning across instructional practices and strategies. Coaching that focuses on a teacher's specific context (classroom) positively impacts the use of skills learned in training.^{3,4}

Coaching can also foster collaborative relationships, provide opportunities for teachers to see implementation in practice, and offer teachers useful feedback on their implementation. As educational approaches and practices advance, both new and experienced teachers benefit from coaching.⁴ It is easy to become discouraged when learning to use a new skill. Mistakes in implementation, negative reactions from others (students or colleagues), or the energy needed to problem solve issues can derail one's efforts. The support of a coach can make the difference between a teacher giving up or successful implementation.

Importance: *Defining Coaching*

A variety of school-based benefits have been linked to coaching, including⁵

- improved student achievement;
- improved teacher efficacy and satisfaction;
- enhanced sense of shared responsibility and collaboration;
- cohesive, positive school culture;
- increased trust and collegiality among staff;
- improved focus on student achievement;
- curriculum alignment;
- improved teaching;
- wider repertoire and better understanding of instructional strategies and resources; and
- reduced job stress.

Defining Coaching

Within the DCI Framework, coaching is a critical component of professional development that focuses on improving practice in an applied context. It is a non-supervisory/non-evaluative process in which two or more professional colleagues work together for the purpose of improving instructional practice. The process requires a collaborative relationship, a trusting culture, a clear purpose, and an agreed upon format which is solution-oriented and learner-centered.

In other words, coaching is a learning relationship that strengthens teaching. It has two primary purposes. First to improve teaching by increasing the use of evidence-based practices; and second, to improve learners' academic and behavioral outcomes, as a result of improved teaching.^{6, 7, 8}

Understanding Effective Coaching Practices

In their research brief, Pierce and Ferguson identified four coaching practices as having the strongest evidence for supporting improvements in teaching.⁹

Observation

Observations are used by coaches to learn more about the learning environment and the person's implementation style. Observations provide opportunities for coaches to collect data and/or model the use of an evidence-based practice.

Modeling

Modeling that demonstrates how to accurately use a practice helps the learner better understand how the practice might look in their setting.

Performance Feedback

Providing both informal or formal data regarding the use of an evidence-based practice, performance feedback is most effective when it is specific, positive, and timely.

Alliance Building Strategies

An effective alliance is developed by using strategies that support the development of strong, trusting, positive coach-learner relationships. This collaborative partnership develops when coaches have effective interpersonal and collaboration skills, along with expertise in the area(s) in which they are coaching.

Importance: *Characteristics of Effective Coaches*

Characteristics of Effective Coaches

This guide supplements the School-Based Implementation Coaching Professional Learning Module. The SBIC Practice Profile outlines the essential functions of SBIC and identifies five characteristics of effective coaches.

Effective Coaches can...	By...
1. Develop and maintain coaching relationships	<ul style="list-style-type: none">• Creating reciprocal partnerships• Communicating about coaching purpose and practices• Allowing teachers to identify needs and to choose coaching support• Acknowledging and addressing differences• Building teacher leadership capacity
2. Provide effective feedback	<ul style="list-style-type: none">• Providing immediate, informal positive feedback• Using specific, descriptive, and actionable verbal feedback• Using specific, descriptive, and actionable written feedback• Starting with positive feedback focused on specific examples that indicate strengths of practice• Reaffirming the positive, then mutually addressing growth elements with specific language and examples• Celebrating growth within the practices
3. Develop a strategic and differentiated coaching plan	<ul style="list-style-type: none">• Aligning coaching plan focus to school building/district vision and goals• Supporting educator(s) in self-assessment using the Practice Profile of effective educational practice(s)• Supporting educators in development of growth goals• Establishing methods of data collection for indicators of progress• Sharing a plan for gradual release of responsibility
4. Use solution dialogue	<ul style="list-style-type: none">• Facilitating conversations about what has gone well and where more support is needed• Facilitating conversations about relevant data• Responding to ideas for improvement by validating, adding suggestions, and providing rationale for changes in practice• Supporting suggestions for change in practice by modeling and/or providing examples of the content/practice in use• Providing opportunity for reflection and clarification of recommendations• Offering opportunities or resources for guided practice• Facilitating the identification of next steps
5. Progress monitor implementation of effective educational practice	<ul style="list-style-type: none">• Gathering evidence to monitor progress toward growth goal plan using four modes<ul style="list-style-type: none">○ Observation○ Video recording themselves○ Student evidence (classroom discourse, student work)○ Journaling• Reflecting on evidence to determine growth toward goal• Determining next steps

The Administrator's Role in Creating a District/School-Wide Culture of Coaching

As the instructional leader, you have a dual role regarding coaching. First you have the responsibility of establishing a plan and structure for internal coaching across your district and/or building. Second you will be working with an external coach (Facilitator/CST) as you move through the District Continuous Improvement process.

Coaching Within the DCI Framework

The DCI Framework is comprised of key components that drive the collaboration between districts, the Missouri Department of Elementary and Secondary Education (DESE), and Regional Professional Development Centers. This research based framework has evolved and improved over twelve years through the Missouri Integrated Model (MIM), Collaborative Work (CW), and the Missouri Model Districts (MMD) work. The key components of the District Continuous Improvement Framework for professional development relies on coordination of the following elements.

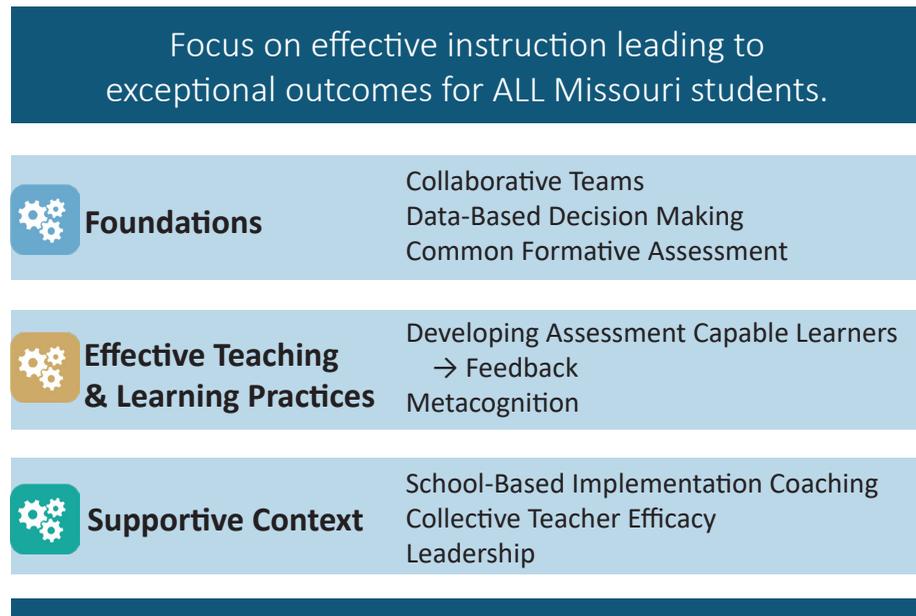
1. DCI Practices: Evidence-based materials assembled as Professional Learning Modules
2. Training: In-person or online delivery of DCI Practices
3. Coaching: Application of DCI Practices with targeted coaching support

DCI Practices

Eight Professional Learning Modules make up the DCI Practices within the DCI Framework.

- Three foundational educational practices essential for collaborative and data-informed instruction and decision making
- Selected effective teaching and learning practices, identified from a pool of evidence-based practices shown to improve student achievement
- Three practices that create a supportive context, sustaining and advancing effective teaching and learning

Figure 1. DCI Practices



Training

Training can be provided in-person and/or online.

In-Person Training

With the help of their Coaching Support Team, a participating district selects a DCI Practice or Practices. The CST Facilitator, CST Members, and Regional Professional Development Centers coordinate with district and building administrators to schedule needed trainings. Typically, a CST consultant or team of consultants works with the district to deliver trainings throughout the year to leadership teams, faculty, and/or staff. Training builds knowledge, provides skill rehearsal, and often provides opportunities for group dialogue and application. Training is delivered with the help of materials from the Professional Learning Modules.

Online Training

In addition to materials that are designed to be delivered in person, there is an online portal called the Virtual Learning Platform (VLP) that provides online guided training to all Missouri DCI participants. The materials in the VLP are organized to provide maximum flexibility of access for all users, from totally self-directed to highly directed and structured. The VLP is available to teachers and school administrators through DESE's Web Application Portal and includes space for user collaboration, handouts, worksheets, bookmarking of courses in

Administrator's Role: *Coaching Within the DCI Framework*

progress, and other materials required for training. The system can be accessed at any time and may be used as a reference for users once a course is complete. CSTs can provide support to users when accessing the VLP.

Coaching

After receiving training on one or more of the Professional Learning Modules, educators must practice applying the new skills and knowledge learned. Through internal coaching, educators receive job-embedded guidance, observation, and feedback. A district's plan for supporting internal coaching creates the structure and process for applying new learning.

To be most effective, all training should be followed by district supported internal coaching to ensure deep implementation of effective educational practices. When designing a professional development schedule, administrators will want to consider the balance of time they will need for training and the time needed for coaching.

There are a variety of designs for supporting internal coaching in a district. The model you select depends on the readiness levels of the district and individual buildings. Your CST can help to determine the best internal coaching approach (who, when, where, how), as well as provide coaching to instructional leaders on implementation efforts.

Coaching plans vary according to district and building needs, but they should be focused on DCI Practices. Practice Profiles from the district's chosen Practice should be used to guide educators through the coaching process.

One resource that can help districts plan for the use of coaching is the School-Based Implementation Coaching Professional Learning Module. The SBIC Professional Learning Module is designed for potential coaches and teaches essential coaching skills. In the context of your work, it is recommended that anyone serving as an internal coach become familiar with and proficient in the Foundations Modules (i.e., Collaborative Teams - CT, Data-Based Decision Making - DBDM, and Common Formative Assessment - CFA) and at least one effective teaching/learning practice before coaching a team or peer.

Effective implementation of any teaching/learning practice hinges on collaborative work (CT) and having structures in place to determine

where students are in the learning process (DBDM and CFA). All district educators can benefit from training and developing an understanding of SBIC. As with all components of the DCI Framework, putting the SBIC Practices into place requires deliberate reflection, planning, and follow-through.

Creating the Structures for Internal Coaching

To ensure implementation occurs, coaching in conjunction with training is essential. Whether you plan to provide training specific to coaching first or you plan to integrate coaching and content training together, your involvement is critical to your program's success. While your Facilitator and CST may, at times, model and provide some coaching directly with teachers, they cannot be in your district often enough to provide the level of coaching your teams and teachers will need. Therefore, it is important that your district selects, establishes, and supports internal coaching. As you move through the Framework, the use of internal coaching facilitates implementation of DCI Practices.

There are six administrative roles that you will want to consider as you plan for internal coaching (adapted from the University of Florida Lastinger Center for Learning, Learning Forward & Public Impact, 2016).⁸

1. Coaching Vision and Commitment – Administrators must make a commitment to and create a plan for coaching. They have the primary role in committing resources and time to support coaching. This includes facilitating the selection of a specific coaching process and ensuring guidance is developed regarding the way coaching will work in the district/building.
2. Selection of Coaches – Administrators play a key role in the selection of coaches. Use of the essential functions in the SBIC Practice Profile can help administrators identify characteristics of an effective coach and consider the necessary beliefs and competencies that will be used in the selection process. Other considerations might include availability or time; effective collaboration skills; an ability to identify how practices impact teaching and learning; and previous implementation of DCI Practices.

Administrator's Role: *Creating the Structures for Internal Coaching*

3. Shared Responsibility – While coaches may assume responsibility for professional learning, internal coaches should feel a shared responsibility with teachers for student outcomes. The ultimate goal of coaching is improved results for students.
4. Development and Support – Coaching is complex. Administrators must also monitor the effectiveness of coaching in their district/building and ensure coaches receive the training and professional development they need to be successful.
5. Role Clarity, Time, and Culture – Administrators create the structures to ensure that the role of an internal coach is clearly defined and consistent across the district/building. They also set schedules that allow time for coaches and teachers to work together. Teachers and coaches must have adequate time during school hours to engage in coaching. By creating a culture and expectation that all teachers engage with coaching, administrators can overcome teacher reluctance and address resistance.
6. Sustainability – Administrators make coaching a role that attracts and retains great staff. The system must dedicate the resources needed to make coaching successful. It is also important to collect and review data on the effectiveness of your coaching plan so that adjustments can be made when needed.

Coaching Structures

Within the District Continuous Improvement Framework, coaching may have a variety of structures depending on your district's needs. Participating districts most often use one of the following approaches for coaching, however, you are not limited to these examples.

- Peer to Peer involves a reciprocal coaching structure, one educator to another.
- Individual Peer to a Team is one educator coaching a team of educators (grade level or content area teams).
- Team to Team can be any of the following:
 - one grade level or content area team coaching another grade level or content area team within a building;
 - one building team coaching another building team within a district; or
 - one team from District A coaching a team from District B.

Creating a Plan for Internal Coaching

Begin by leading your District Leadership Teams and Building Leadership Teams through the following questions to help you begin to formulate a coaching plan and identify steps you will want to implement toward internal coaching.

1. Where are we now in our efforts to implement coaching?
 - Is coaching occurring across the district?
 - What does it look like?
 - Are there gaps?
 - Is it working?
2. Where are we going with implementing coaching?
 - What is our vision for improving instruction?
 - Based on our vision, who would benefit from coaching?
 - Which content areas, grade levels, and/or teams show the most need, readiness, and/or commitment to receiving coaching?
 - Who are the best matches for coaching?
 - How can we best use coaching to implement and sustain effective teaching and learning practices?
 - What approach to coaching is most sustainable?
3. How do we get there? How do we put coaching into place?
 - What are the action steps, timeline, coaches, educators to be coached, and settings in which coaching will occur?
 - Which coaching approach matches our coaching need?
 - Who needs to build the skills to become a coach and how will they acquire those skills?
 - How will we assure coaching is occurring with fidelity?
 - Do our action steps align to data-identified needs and the vision for improved instruction?

Administrator's Role: *Creating a Plan for Internal Coaching*

4. How will we know if coaching works?
 - How will the DLT and BLT implement action steps and monitor impact on improved instruction?
 - When will Self-Assessment Practice Profile (SAPP), Collaborative Work Implementation Survey (CWIS), and other observation data (e.g., Walkthroughs) occur and results be reviewed to determine the effectiveness of coaching or need to adjust the way coaching occurs?
5. What resources and supports are available to support internal coaching?
 - Are we using the District Continuous Improvement related supports including Coaching Companions, Walkthrough Tools, Practice Profiles, and other coaching resources?
 - Are we working with our CST?
 - Which resources match our needs and will help us to build an effective approach to and system of district-wide coaching?

Coaching Plan Action Steps

Once your DLT and BLTs have had some initial conversations, develop an action plan regarding the use of internal coaching across your district/building. Use the action steps below to guide your planning.

- Select a coaching process that will work best for your district/building
 - Peer to peer
 - Individual to peer
 - Individual to team
 - Team to team
- Determine a schedule for coaching
 - When/where/how/for whom will coaching occur?
 - Build a schedule that allows for adequate time for coaching

Administrator's Role: *Creating a Plan for Internal Coaching*

- Determine and create any policies, guidance, and/or clarification about the use of coaching that is needed
 - Criteria that will be used to select coaches
 - Guidance needed for all staff
 - Guidance needed for coaches
 - Outline procedures for coaching
- Develop a plan for training coaches
 - Ensure all coaches have received training on School-Based Implementation Coaching
 - Identify other topics/training that will improve coaches' competencies
 - Determine when initial training for coaches will occur
- Develop a plan for staff training
 - Identify the training that is needed by all staff
 - Determine when/how staff training will occur
- Determine when/how implementation of coaching will occur
 - Determine when/how information will be shared with staff
 - Determine transparent communication channels to ensure all staff can share problems and concerns related to coaching
- Create a plan for collecting feedback/data on coaching
 - Develop a system for collecting and reviewing data regarding coaches' fidelity to your coaching model
 - Determine what and how data will be collected and used to evaluate the success of the coaching process
 - Potential data for review
 - How many teachers are receiving coaching?
 - What is the focus of the coaching?
 - How many coaches are providing coaching?
 - Where is coaching being implemented well/not as well?
 - How many coaching sessions have taken place?

Administrator's Role: *Creating a Plan for Internal Coaching*

- o How many coaching meetings have occurred?
- o What is the quality of the coaching provided?
- o Have coaches received sufficient training and support?
- o Is the district fully implementing coaching and making progress on student outcomes?
- o Walkthrough and observation data
- o CWIS data
- o SAPP data
- Communicate with all staff the process, use, and decision making of data collected regarding coaching
- Create a plan for sustainability
 - Determine when/how often data regarding your coaching plan will be reviewed
 - Determine how you will provide training for new coaches
 - Determine how you will provide training for new staff regarding your coaching model
 - Review and update your coaching plan at least annually



Making the Most of External Coaching

The District Continuous Improvement model of Facilitator/CST support is designed to provide you with the coaching you need to accomplish your work. Your CST is comprised of educators with identified expertise in areas of leadership, school culture, academics, social-emotional learning, behavior, special education, data, technology, assessment, communication, accountability/MSIP, and systems change. A lead Facilitator is assigned and provides leadership to each CST. The Facilitator serves as the primary point of communication between the CST and the district. CSTs collaborate with districts throughout your implementation of evidence-based educational practices. Through consultation with the CST, you have coaching support that will

- help you work through the DCI Framework for a cohesive, integrated district plan of professional development to deepen implementation of evidence-based educational practices; and
- assist you and your teams with embedding those evidence-based practices within the culture and context of your district/building(s).

As an instructional leader of your district/building, you drive implementation planning. The following data elements and DCI Tools will inform your planning and provide evidence of your progress at all levels of implementation. Your Facilitator and CST provide support through the planning process and the creation of your Implementation Plan.

Practice Profiles

Each Professional Learning Module within the DCI Framework has a Practice Profile that outlines expectations for the skills and knowledge that should be learned from the content in that module. Using a rubric format, levels identify exemplary, proficient, close to proficient, and far from proficient characteristics. Practice Profiles have multiple uses. They are a key component of training and coaching on specific practices because they provide educators with concrete examples of implementation. They can also be used to monitor implementation and provide feedback after observation of a specific practice. The Practice Profiles for each DCI Practice are included in the Resources and Tools section of the Blueprint.

Walkthrough Tools

Walkthrough Tools have been specifically designed to be used during classroom observation or coaching. They breakdown each essential element from a Practice Profile into classroom “look-fors” and can be used to collect feedback that can be shared with teachers during coaching. Walkthrough Tools can be found in the DESE Web Applications Virtual Learning Platform or the MoEdu-SAIL website under Facilitator Materials.

The Self-Assessment Practice Profile

The SAPP is an online tool for team-based analysis of progress aligned with the Practice Profiles. Through this tool, individual educators, as well as teams of educators, indicate their level of implementation as they complete a questionnaire aligned to each item on a Practice Profile. Educators can begin by completing a SAPP for all Professional Learning Modules as a baseline measure, or for only the learning modules they select. After completing the questionnaire, a dashboard of results and reports are available. Through the reports, an administrator has a collective view of progress toward key elements across a team, grade level, or other administrator determined groups of educators. Missouri School Districts should access the SAPP from the DESE Virtual Learning Platform at <https://apps.dese.mo.gov/weblogin/login.aspx>. Those outside Missouri can access it on the MoEdu-SAIL website at <https://www.moedu-sail.org>.

Collective Work Implementation Survey

Participating districts will use the CWIS, which is a 24-item instrument designed using a five-point Likert scale. The survey is intended to measure the degree of implementation of desired processes and practices within active districts/buildings. The scales assess the practical knowledge of the content from the Professional Learning Modules. The CWIS is designed to be administered schoolwide and to be reviewed at a district-level. DLTs can work with their CST to identify district-wide goals using the data from the CWIS. Information about CWIS access and the windows for administration are sent to districts from DESE.

Working with Your Coaching Support Team

Coaching Support Team members are charged with assisting you in outlining district goals and identifying the path you want to take for achieving those goals. While the CST can provide training to your teachers, they are also there to coach you through the process. Just as your teachers need support to implement new practices, administrators are likely to benefit from support regarding district/building-wide DCI implementation.

The DCI Framework is not a sequence. It is a set of evidence-based practices (DCI Practices) that when implemented result in stronger outcomes for your students. As district leadership, you develop the priorities and select the DCI Practices that will drive your implementation process. You are also the person who knows best how to build capacity within your district. Your CST is there to help you achieve the goals you select, find the resources you need, and obtain the outcomes you want. They can be a platform for problem-solving and help you as an instructional leader. CSTs are a valuable resource of coaching support for administrators regarding professional learning, system change, alignment, and sustainability.

To make the most of your work with your CST and ensure progress in the DCI Framework, you will want to

- be proactive - know where you need support and let your CST know what support you need;
- build a collaborative relationship with your CST and maintain regular contact with them (written or verbal contact monthly or more often as needed) to ensure the coaching relationship with your CST is intentional and purposeful;
- include your CST Facilitator in relevant conversations/meetings;
- use virtual technology often to increase efficiency in communication with your CST;
- collaborate with your CST to identify needs and develop an Implementation Plan based on your priorities;
- prioritize and use on-site and virtual coaching support strategically;

External Coaching: *Working With Your Coaching Support Team*

- use your CST to help you and your team develop and implement protocols for conducting Walkthroughs, observing implementation, and monitoring fidelity and progress toward full implementation of DCI Practices across your district;
- include your CST in reviewing data and progress in DCI Practices;
- attend training with your teachers, so you know the vocabulary and key elements they are being asked to put into practice; and
- use the expertise of your CST to help you set up structures for internal coaching.

Tools and Resources Found on the VLP

School-Based Implementation Coaching Professional Learning Module

The School-Based Implementation Coaching Professional Learning Module addresses the why, the process, and the next steps for implementing SBIC. To provide effective coaching, educators should

1. develop and maintain coaching relationships;
2. provide effective feedback;
3. develop a strategic and differentiated coaching plan;
4. use solution dialogue; and
5. monitor progress of implementation of effective educational practices.

SBIC Coaching Companion

The Coaching Companion provides additional resources aligned with the SBIC Module. The resources were curated by content experts and can be used by educators who are involved in a coaching process, as well as by those who want to dig deeper into a topic.

SBIC Practice Profile

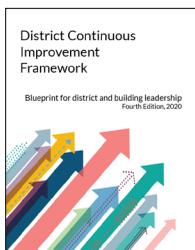
The SBIC Practice Profile outlines the implementation criteria for SBIC using a rubric structure with clearly defined practice-level characteristics. The SBIC Practice Profile outlines expectations for the skills and knowledge that should be learned from the SBIC Professional Learning Module and how it should look when applied in context.

Self-Assessment Practice Profile

The Self-Assessment Practice Profile is a tool designed to help educators self-check implementation levels of newly learned skills and knowledge. Building and district leaders use results to build reports which provide a picture of implementation levels and can be used for collective planning among all levels of educators. The SAPP can be used as a coaching or reflective tool as needed.

Companion Materials

The Blueprint for District and Building Leadership and the Step-by-Step Guide are two companion products that provide valuable additional information for implementing the DCI Framework and Practices. Together with this Administrator's Guide to Coaching, the three documents create a foundational set for District Continuous Improvement.



Blueprint for District and Building Leadership

The Blueprint is the road map for leading districts through the DCI Framework and Practices addressing all stages of the process, from initial implementation through sustaining and scaling-up. Annual revisions to this document incorporate changes based on lessons learned focusing on continued quality improvement.



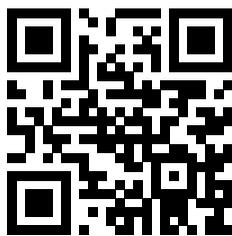
Step-by-Step Guide

The Step-by-Step Guide provides direction and recommendations for how to effectively implement the DCI Framework. The Step-by-Step Guide is organized by essential function, as described throughout the Practice Profiles (PP). Practice Profiles not only provide educators with concrete examples of the "how to" but also serve as a vehicle for self-monitoring implementation and growth.

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