



# Administrator's Guide to Coaching

Fifth Edition, 2023

## District Continuous Improvement Framework



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Personnel from the Institute for Human Development (IHD), at Northern Arizona University, provide training, education, and service for people with disabilities and conduct research focusing on improving educational

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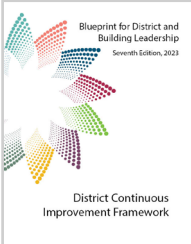
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## Common Acronyms

| Abbreviation | Explanation   |
|--------------|---|
| BLT          | Building Leadership Team  |
| CFA          | Common Formative Assessment   |
| CSP          | Comprehensive School Improvement Plan                                   |
| CST          | Coaching Support Team   |
| CT           | Collaborative Teams   |
| CTE          | Collective Teacher Efficacy   |
| CWIS         | Collaborative Work Implementation Survey                                |
| DACL         | Developing Assessment Capable Learners                                  |
| DBDM         | Data-Based Decision Making  |
| DCI          | District Continuous Improvement   |
| DESE         | The Missouri Department of Elementary and Secondary Education           |
| DLT          | District Leadership Team  |
| EF           | Essential Functions   |
| ESSA         | Every Student Succeeds Act  |
| ETLP         | Effective Teaching and Learning Practices                               |
| GAINS        | Gather; Analyze; Intentionally Act and Analyze again; Notice and Adjust |
| HQPD         | High Quality Professional Development                                   |
| IZ           | Implementation Zone(s)  |
| MMD          | Missouri Model Districts  |
| MSIP         | Missouri School Improvement Program                                     |
| MTSS         | Multi-Tiered System of Support  |
| 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   |

## DCI Foundational Materials

The Blueprint, Step-by-Step Guide, Administrator's Guide to Coaching, and the Implementation Zones Guide create a foundational set of materials for District Continuous Improvement. The materials are updated annually, informed by feedback from districts, Coaching Support Team members, and DESE. Annual revisions to these documents incorporate changes based on lessons learned focusing on continued quality improvement.

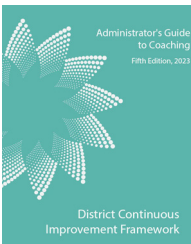
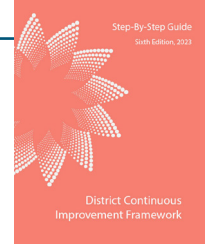


### Blueprint for District and Building Leadership

A blueprint, by definition, is a detailed plan of action. The DCI Blueprint is the roadmap for leading districts through the DCI Framework, addressing all stages of the process, from early implementation through sustaining and scaling up. Key elements and structures are described in detail. In short, it is a guide for developing educational systems to achieve exceptional outcomes for all students.

### Step-by-Step Guide

The Step-by-Step Guide provides guidance 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.

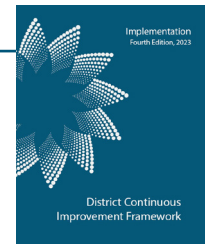


### Administrator's Guide to Coaching

The purpose of the Administrator's Guide to Coaching is to provide support for establishing a district-wide approach to professional learning through coaching. This guide focuses on key aspects of effective coaching and provides information leaders need to create the conditions necessary for embedding coaching into ongoing district professional learning.

### Implementation Zones Guide

Implementation Zones are a data-driven approach to describing district- and building-level implementation processes and outcomes. The Implementation Zones Guide provides an in-depth description of Implementation Zones, including the data and criteria used for zone placement. Examples and descriptions of the IZ Worksheet and IZ Landscape are included.





*The Administrator's Guide to Coaching gives districts a deeper understanding of the benefits of professional development through coaching.*

*CST Facilitator*

## 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 as well as information school leaders need to create the conditions necessary for coaching implementation within their district/building.

## Intended Audience

District and building administrators who have oversight for strategic planning, professional learning, resource allocation, and educator support are the intended audience for this guide. It may also be helpful for District and Building Leadership Teams (DLT/BLT), Coaching Support Teams (CSTs), 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 a structure to support internal (district provided) coaching. It is necessary for leadership to consider the specific policies and processes that will enable internal coaching to be effective in their district. Second are helpful tips regarding successful partnership with your DCI Coaching Support Team. 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 (PD) process, assure training is implemented in classrooms, and realize the increased benefits of DCI Practices for students.



See the [Blueprint](#) for a detailed explanation of SBIC and for the Practice Profile



## Using Coaching to Support Implementation

Districts working to implement the DCI Practices want to make certain strategies learned during professional development are implemented in classrooms. Coaching has been found to be a key implementation “driver” for ensuring teachers use evidence-based practices at the classroom level.<sup>1</sup> In a meta-analysis of the effects of coaching, both in-person and virtual coaching were found to improve an educator’s use of targeted teaching practices and as a result student outcomes.<sup>2</sup> Through observation, modeling, and feedback, coaches provide the critical, job-embedded support that helps educators translate new learning into practice. The administrator’s role is to create a culture that can support coaching as a vital part of their professional development efforts.

### One District's Journey Using Coaching to Support Implementation

*When the District Leadership Team (DLT) met with their CST to plan for professional learning around the district’s focus on Developing Assessment Capable Learner (DACL) Practices, they discussed the importance of educator coaching for successful implementation. As a small district, they did not have the resources to add an instructional coaching position, however they did think a peer coaching model could be used to meet their needs. Using an innovative approach, the DLT decided to provide simultaneous professional learning in both DACL and School Based Implementation Coaching (SBIC) for their staff. After careful planning, the DLT set up vertical peer coaching triads (i.e. three teachers were paired across grade levels and content areas). The District Leadership Team chose the vertical peer coaching triad approach because it would allow teachers to be grouped based on different aspects of the DACL strategies. They also hoped it would be an opportunity to build stronger faculty cohesion across the district.*

*Professional learning days included content from both SBIC and DACL. After each day of training, peer coaching triads would make plans to implement specific DACL strategies in their classrooms and use the SBIC strategies they were learning to provide each other feedback. In the beginning, teachers felt having a peer observe them in their classroom was uncomfortable, however as the teams built relationships and were able to receive positive feedback and helpful data from each other they realized it was the catalyst to improving everyone’s use of DACL Practices. This district found the use of their peer coaching model to be not only a very positive experience, but an effective coaching support model for their district.*

It is important to note that coaching is not something that just happens in a district. School leadership is a critical factor in a district's success in using coaching as a professional development process. It takes district-level leadership to create the structures necessary for effective implementation. The DLT sets the vision and expectation that everyone will participate. A training plan is created, a coaching approach is selected, goals for implementation are developed, and time is provided for peer coaches to meet and conduct classroom observations. Without these key structures, teachers are not likely to systemically use coaching as a method to extend their learning and refine their use of DCI practices.



## Coaching and School Improvement

Many schools and 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.<sup>3</sup> In their foundational work on professional learning, Joyce and Showers (2002) first described training and coaching as necessary complements for the application of professional learning.<sup>4</sup> Since that time, researchers have validated their findings and educator coaching with positive effects on student achievement.<sup>2</sup> Lasting change in educator behavior is more probable when training and coaching are combined.

A variety of school-based benefits have been linked to coaching related to students, educators, and systems. Foremost, school-based coaching is linked to improved student achievement.<sup>2, 5, 6, 7</sup> When students are taught by effective teachers they benefit from high quality instruction. For educators, coaching has been shown to lead to improved teaching and a more focused approach to student learning.<sup>8</sup> Educators who receive coaching have been found to practice newly learned strategies more often and with greater fidelity, adapt strategies more appropriately, and retain and increase their use of strategies over time.<sup>9</sup> For systems, coaching helps build a cohesive, positive school culture by enhancing a sense of shared responsibility and collaboration. It increases trust and collegiality among staff; leads to better curriculum alignment; and improves educator efficacy and satisfaction.<sup>10</sup> Building collective teacher efficacy is one of the most powerful ways to impact student growth.<sup>10a</sup>

While training events support the acquisition of new knowledge and skills, coaching supports learners in applying those skills in different contexts. Coaches can offer the support and feedback needed for those trying to incorporate new learning into their personal style of teaching with their specific students. Together coaches and those being coached work through implementation issues, lesson design, and the alignment of learning across instructional practices and strategies. Coaching that focuses on an educator's specific context (classroom) is more likely to increase that educator's use of skills learned in training.<sup>2, 10</sup>

Coaching provides opportunities for educators to see successful modeling and receive useful feedback about their own implementation. As educational approaches and practices advance,



*As a former school leader, I wish I'd had the Administrator's Guide to Coaching to help me build a sustainable culture of coaching.*

*CST Facilitator*



*I think that having another teacher come into my room as a coaching partner has been good for my students. We serve as examples of professionals who are still learning, still growing as teachers whether we are new to the profession or have many years in the classroom.*

*High School Teacher*

both new and experienced educators benefit from coaching.<sup>12</sup> Most educators have had an experience in which they learned a new practice or strategy and had intended to put that learning into practice. However, once back in their classrooms, they were easily discouraged. Mistakes, negative reactions from others (students or colleagues), workload, or the time and energy needed to problem solve issues can derail their efforts. The support of a coach can make the difference between an educator giving up or successfully incorporating new learning into their practice. Coaches motivate educators to persist in their implementation efforts and provide support and feedback leading to better problem-solving. Coaching can be exceptionally powerful when it is available during “moments of need”. Moments of need are defined as the five points of learning and applying new skills: when learning for the first time, when learning more, when remembering or applying, when things go wrong, and when things change. During these final two moments of need, coaching can have a substantial impact on the desired outcome.<sup>13</sup>

## 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 solution-oriented and learner-centered format.

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 students' academic and behavioral outcomes, as a result of improved teaching.<sup>12, 14, 15</sup>

## Coaching Structures

Depending on your district's needs, there are a variety of structures that can support coaching. 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.

# Importance

- 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
  - One team from District A coaching a team from District B



*Peer coaching has made a significant improvement in our instruction by making us more aware of what is happening in our classrooms. Our coaching conversations have been rich and well received by our staff. It was an honor to share our experience with others.*

*District Superintendent*

## Understanding Effective Coaching Practices

In their research brief, Pierce and Ferguson identified four critical coaching practices as having the strongest evidence for supporting improvements in teaching.<sup>16</sup>

### Observation

Observations are used by coaches to learn more about the learning environment and an educator's implementation style. Watching an educator use a specific program, intervention, or practice provides the coach deeper understanding about implementation concerns and opportunities to collect data that can be used to provide other coaching practices (e.g., modeling, feedback and alliance building).

### Modeling

Modeling that demonstrates how to accurately use a practice helps a learner better understand how the practice might look in their setting. The use of modeling is based on the needs of the learner and is primarily used when an educator is not correctly using a practice or is unclear how to use a practice. The purpose of modeling is to provide an example of how a practice “looks” and impacts student outcomes.

### Feedback

Providing both informal or formal data regarding the use of a practice, feedback is most effective when it is specific, positive, and timely. Performance feedback is not evaluative, but rather clarifies how an educator's practice impacts student learning. Some type of performance feedback should be part of every coaching cycle.

## Alliance Building Strategies

Using strategies that support the development of strong, trusting, positive coach-learner relationships is critical to successful coaching and should be a focus of every coaching cycle. This collaborative partnership develops when coaches use effective interpersonal and collaboration skills.

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

## The Administrator's Role in Creating a District- and Building-Wide Culture of Coaching

To ensure professional learning is aligned with district goals and implemented with fidelity, administrators must take an active role in all aspects of the professional learning process. In regards to coaching, they have a dual role. First, they have the responsibility of establishing a plan and structure for internal coaching across their district and/or building. Second, they work with an external coach (Facilitator/CST) as their district moves through the District Continuous Improvement process.

## Coaching Within the DCI Framework

The DCI Framework is comprised of Content (DCI Practices and supporting materials), Professional Development (coaching, training, and online learning), and Statewide Support (the people).

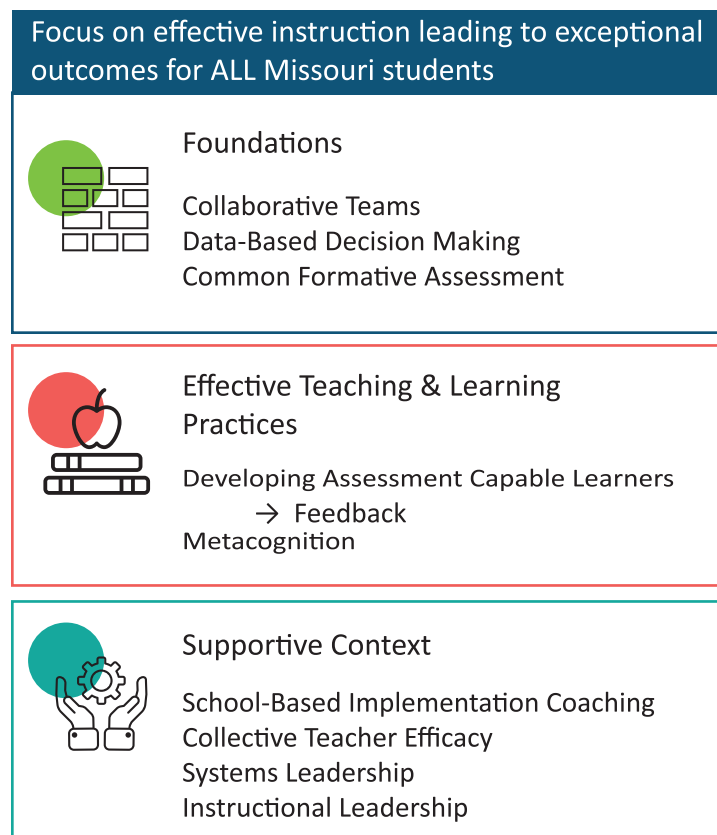
- **Content:** The nine Professional Learning Modules (DCI Practices) and supporting materials were developed from research on high-leverage practices that result in student achievement.
- **Professional Development:** The DCI Practices are delivered statewide to educators through coaching, training, and online learning.
- **Statewide Support:** Coaching Support Teams (CSTs) support districts with the implementation of DCI Practices. CSTs are comprised of experienced educators with expertise in the content as well as effective coaching practices. Districts are grouped into Implementation Zones and cadres, providing a structure for cross-district learning. The Regional Professional Development Centers (RPDCs), the Missouri Department of Elementary and Secondary Education, and MoEdu-SAIL provide additional support to both districts and Coaching Support Teams.

## DCI Content

Nine Professional Learning Modules make up the DCI Content within the DCI Framework as illustrated in Figure 1.

- Three foundational educational practices essential for collaborative, data-informed instruction and decision making
- Two effective teaching and learning practices shown to improve student achievement
- Four practices that create a supportive context to sustain and advance effective teaching and learning

Figure 1. DCI Practices



## Training

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

### In-Person Training

With the help of their Coaching Support Team, a participating district reviews data to better understand which of the DCI Practices may be needed in their district. The CST Facilitator, CST Members, and RPDCs

# Administrator's Role

coordinate with district and building administrators to arrange needed training. Typically, a CST consultant or team of consultants works with the district to provide professional learning to leadership teams, faculty, and/or staff. Training is delivered with the help of materials from the Professional Learning Modules designed to build knowledge, provide skill rehearsal, and opportunities for group dialogue and application.

## Virtual 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 web-based guided training to all 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 educators and school administrators through DESE's Web Application Portal and includes space for user collaboration, handouts, bookmarking of courses in 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.



*Working with my coaching partner has made me more aware of what I am doing in my classroom during instruction, and this has directly influenced the learning of my students.*  
Elementary Teacher

## Coaching

After receiving training on one or more of the Professional Learning Modules educators must practice applying the new skills and knowledge they have learned. A district's plan for supporting internal coaching (coaching provided by someone who works for the district) creates the structure and process for applying new learning. Internal coaching will provide faculty and staff ongoing, job-embedded guidance, observation, and feedback.

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 as well as coaching.

There are a variety of designs for supporting internal coaching in a district. The model you select depends on the readiness levels of your 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.





There is a Practice Profile for each of the DCI Practices. See the Blueprint for a copy of each Practice Profile.

The Practice Profile from the district's chosen DCI 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. As with all components of the DCI Framework, putting the SBIC practice into place requires deliberate reflection, planning, and follow-through.

## Creating the Structures for Internal Coaching

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 educators, they cannot be in your district often enough to provide the level of coaching your teams and educators will need. Therefore, it is important that your district selects, establishes, and supports an ongoing form of internal coaching.

There are six administrative roles that you will want to consider as you plan for internal coaching.<sup>17</sup>

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 – 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.
3. Shared Responsibility – While coaches may assume responsibility for professional learning, internal coaches should feel a shared responsibility with educators 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 educators to work together. Educators and coaches must have adequate time during school hours to engage in coaching. By creating a culture and expectation that all educators engage with coaching, administrators can overcome educator reluctance and address resistance.
6. Sustainability – Supportive coaching can attract and retain committed staff. School Leaders 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.



*We are reminded that the power of sustainability is in the coaching process. It is crucial that administrators understand and support the structures and planning needed to increase student achievement through internal coaching.*

*CST Facilitator*

## Creating a Plan for Internal Coaching

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

1. Where are we now in our efforts to implement coaching?
  - How does coaching occur across the district?
  - What does it look like?
  - What is working well?
  - Where are there gaps?
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?
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 the Self-Assessment Practice Profile (SAPP), Collaborative Work Implementation Survey (CWIS), and other observational data (e.g., Walkthrough/Look For Tools) be collected and results 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?
- How are we using the DCI related supports including Coaching Companions, Walkthrough/Look For Tools, Practice Profiles, and other coaching resources?
  - How are we working with our CST?
  - Which resources match our needs and will help us build an effective approach to district-wide coaching?

## Coaching Plan Action Steps

Once your DLT and BLTs have had 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
  - Other
- ☐ Determine a schedule for coaching
  - When/where/how/for whom will coaching occur?
  - Build a schedule that allows for adequate time for 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 the 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 the information that 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
    - o How many educators are receiving coaching?
    - o What is the focus of the coaching?
    - o How many coaches are providing coaching?
    - o Where is coaching being implemented well/not as well?
    - o How many coaching sessions have taken place?
    - 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/Look For and observational data
    - o CWIS data
    - o SAPP data
  - Communicate with all staff the process, use, and decision making of data collection 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 the planning around coaching. The following data elements and DCI Tools will inform your efforts 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 and provide feedback after observation of a specific practice. The Practice Profiles for each DCI Practice are included in the Support section of the Blueprint.

### Walkthrough/Look For Tools

Walkthrough or Look For Tools have been specifically designed to be used during observation of DCI practices and coaching. They breakdown each essential element from a Practice Profile into how it might look in practice and can be used to self-evaluate and provide feedback. Walkthrough/Look For Tools can be found in the DESE Web Applications Virtual Learning Platform or the MoEdu-SAIL website ([www.moedu-sail.org](http://www.moedu-sail.org)) under Facilitator Materials.

### The Self-Assessment Practice Profile (SAPP)

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. Those outside Missouri can access it on the MoEdu-SAIL website at [www.moedu-sail.org](http://www.moedu-sail.org).

### Collaborative Work Implementation Survey (CWIS)

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 at the building level and reviewed at the 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 educators, they are also there to coach you through the process.

Just as your educators need support to implement new practices, you as an administrator are likely to benefit from coaching regarding district/building-wide DCI implementation.

The DCI Practices are not a sequence. They are a set of evidence-based practices that when implemented result in stronger outcomes for students. Your DLT identifies the priorities and outlines the action plan that drives your implementation process. Your DLT has the most knowledge regarding how to build capacity within your district. The CST is there to help the DLT achieve their goals, find the resources the district needs, and obtain the outcomes they want. 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 implementation of DCI, you will want to consider the following.

- 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

- Use your CST to help you and your team develop and implement protocols for conducting walkthrough observations 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 educators, so you know the vocabulary and key elements they are being asked to put into practice
- 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 incorporate the following.

1. Develop and maintain coaching relationships
2. Provide effective feedback
3. Develop a strategic and differentiated coaching plan
4. Use solution dialogue
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 the 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 educators. The SAPP can be used as a coaching or reflective tool as needed.

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