Workbook

VTSS Systems Coaching Institute 101

January 24, 2023

Virginia Tiered Systems of Supports

VTSS

VIRGINIA DEPARTMENT OF EDUCATION

Virtual Community Agreements:

Community Agreements	Overall	Chat	Breakouts
Be Responsible	• Take care of your personal needs	• Post positive on-topic comments • Post questions in the Chat Box	• Take part in breakout activities and polls
Be Respectful	• Listen to others • Please mute your sound • Follow up and complete tasks	• Use inclusive language	• Respond courageously • Please unmute and share your video in breakouts
Be Engaged	• Please keep your video on as much as possible • Ask what you need to know to understand and contribute	• Share your expertise, information and ideas	• Ask solution oriented questions
For Presenters	• *Provide access to current materials*	• *Monitor chat box to respond to participants*	• *Provide break-out directions in chat box, once assigned*

Roles for your team:

Facilitator – manages the group process

Note-Taker – captures next steps in action-planner

Timekeeper – tracks time in break-outs

Communicator – reports to the larger group, if requested

Process Observer - prompts for participation of all

SCI 101 Learning Intentions - What we will know and do...

Day 1:
- Examine, understand and apply "systems" in education, systems change, and addressing complex change
- Understand how the MTSS framework can be applied to any initiative
- Understand the Role & Responsibilities of a Division Systems Coach
- Develop knowledge of VA's MTSS 5 Core Components and their Features 2.0 and tools to support implementation

Day 2:
- Continue to apply the division system coaching lens to the 5 MTSS Core Components and their Features
- Develop conceptual understanding and skill acquisition of effective communication skills and their place within aligned organizational structures
- Complete a Coaches Self-Assessment
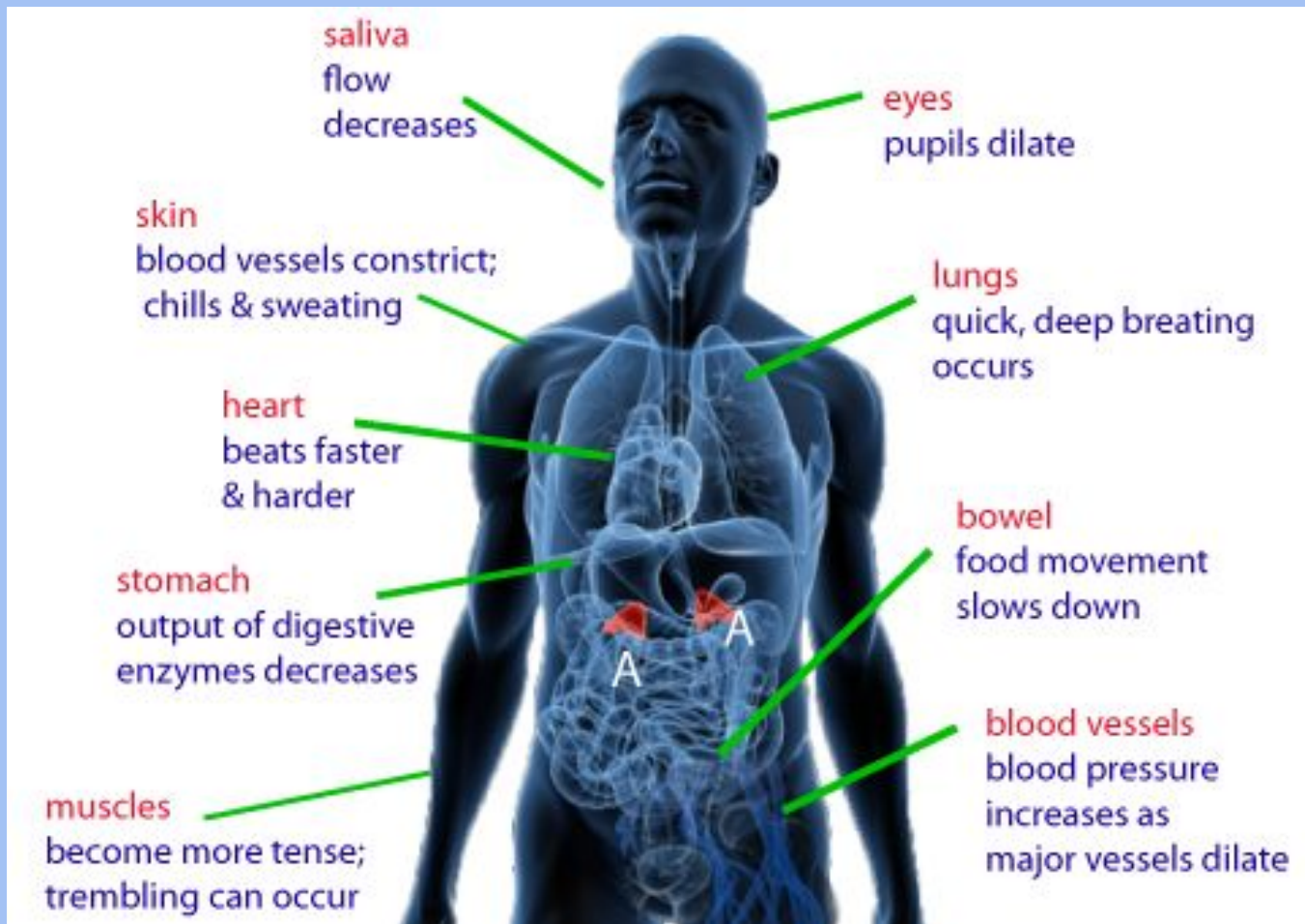
MTSS Implementation to Coaching

WHAT HOW

Additional Lenses to Consider:

- Trauma informed
- Culturally responsive
- Diversity and Inclusion

First and foremost, this work is about SYSTEMS!!

saliva flow decreases

eyes pupils dilate

skin blood vessels constrict; chills & sweating

lungs quick, deep breating occurs

heart beats faster & harder

bowel food movement slows down

stomach output of digestive enzymes decreases

blood vessels blood pressure increases as major vessels dilate

muscles become more tense; trembling can occur

Systems Analogy
- Most of us have a GP - a doctor who is our biological systems manager, one that helps us achieve, maintain, prevent, and or tune-up our subsystems which make up our whole body.
- Your GP has a maintenance checklist of those subsystems, they proactively requests blood work to analyze health of cells, they check your blood pressure, ears, send you for colonoscopy/mammograms etc. making sure all your subsystems are working as a whole to achieve ultimate health, energy and quality of life. That is what you want your GP to do. And when something gets out of whack with one of subsystems, palpitations of the heart, your GP might send you to a subsystems specialist-a heart Dr.
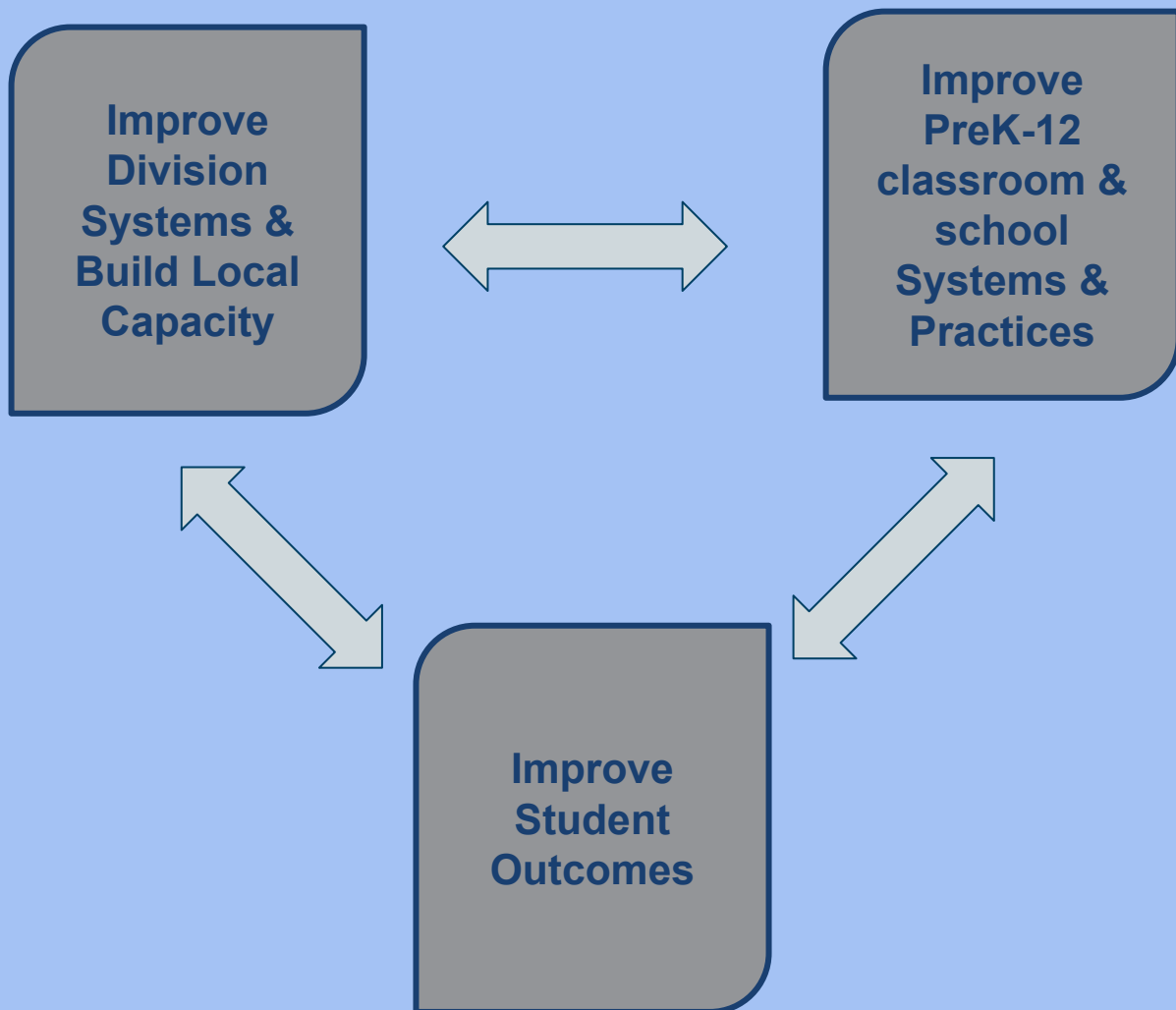
What is an MTSS Systems Coach?

A Systems Coach serves as a liaison for the division leadership team (DLT) and the school's leadership team(s) (SLT) to guide sustainable organizational change to implement MTSS and to guide systems intervention at the school level.

A systems coach facilitates systems thinking.

Goals of Systems Coaching

Improve Division Systems & Build Local Capacity

⟷

Improve PreK-12 classroom & school Systems & Practices

Improve Student Outcomes

SYSTEMS COACHING

What skills and knowledge will you need?

- Expertise in systems thinking, organizational change, and implementation science

- MTSS content knowledge and coaching *skills* for implementation of practices

- Ability to build the capacity of others in the practice of reflection through data-informed decision-making and a commitment to sustainable change

Name some systems you see in an educational system?

What is Systems Change?

A *system* is a set of interacting or interdependent component parts forming a complex/intricate whole.

Systems thinking allows us to understand that all the components of a system are related and need to be assessed to ensure they are not getting in the way of successful student outcomes.

System change aims to bring about lasting change by altering underlying structures and supporting mechanisms which make the system operate in a certain way. These can include policies & regulations, processes and procedures, relationships, resources (human, fiscal and material), power structures and values.

SYSTEMS COACHING

Three principles that guide systems coaches' work:

Principle 1: Understand the system to understand outcomes.

Principle 2: Systems-level change is an intentional and continuous process.

Principle 3: Systems-level change is an adaptive challenge.

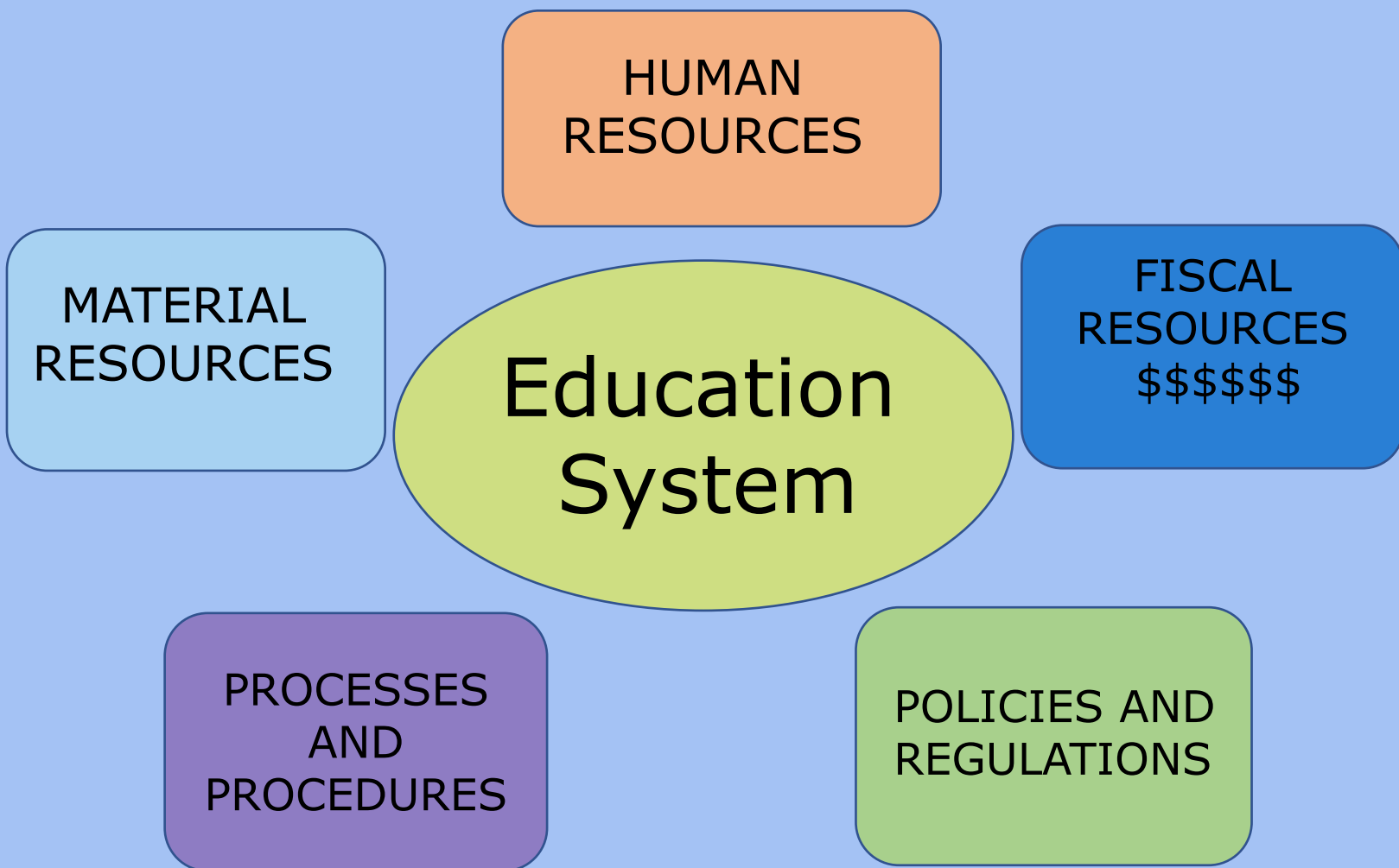**In breakout room, discuss the following:**
Principle 1: Understand the system to understand outcomes

- What do systems-level principles mean to me?

- Is the idea of seeing the systems new for you, or are you familiar with the concept?

- Why do you think seeing the system is important to coaching?

- How would you explain the concept of a system to a team?

The "work" doesn't work without systems!

- Division leadership teams, with the help of division systems coaches, must be aware of the multiple systems at work within a division.

- They must continuously analyze the health of those systems through a variety of data points.

- Coaching is one of those systems!

Components of a System Handout

HUMAN RESOURCES

MATERIAL RESOURCES

Education System

FISCAL RESOURCES $$$$$$

PROCESSES AND PROCEDURES

POLICIES AND REGULATIONS

Reading the scenario about Greenleaf with your breakout group, pause at each question or statement.

Have a recorder write the systems component (1-5) that is the best fit.

1. *Material Resources*
2. *Human Resources*
3. *Processes and Procedures*
4. *Policies and Regulations*
5. *Fiscal Resources*

Greenleaf Middle School Scenarios

Scenario

Greenleaf Middle School is a large urban middle school, and a week before school is to open, 67 new students enrolled somewhat unexpectedly.

At a staff meeting prior to the new school year beginning Greenleaf Middle set a goal to improve science outcomes for 6th-grade students. They have six teachers who will be implementing the new science curriculum to meet this goal. Three weeks into implementation, three teachers have not received their new science curriculum materials and, therefore, cannot fully implement the new lessons and are using old materials.

> **As a result, in which system component does this best fit?**

Another teacher does have the materials but does not believe that the new curriculum or lessons will improve the science outcomes like his own lessons.

> **In which system component does this best fit?**

One teacher has received part of the curriculum with some of the materials. School procedures will not allow teachers to order materials that are needed. They must get special permission from the principal.

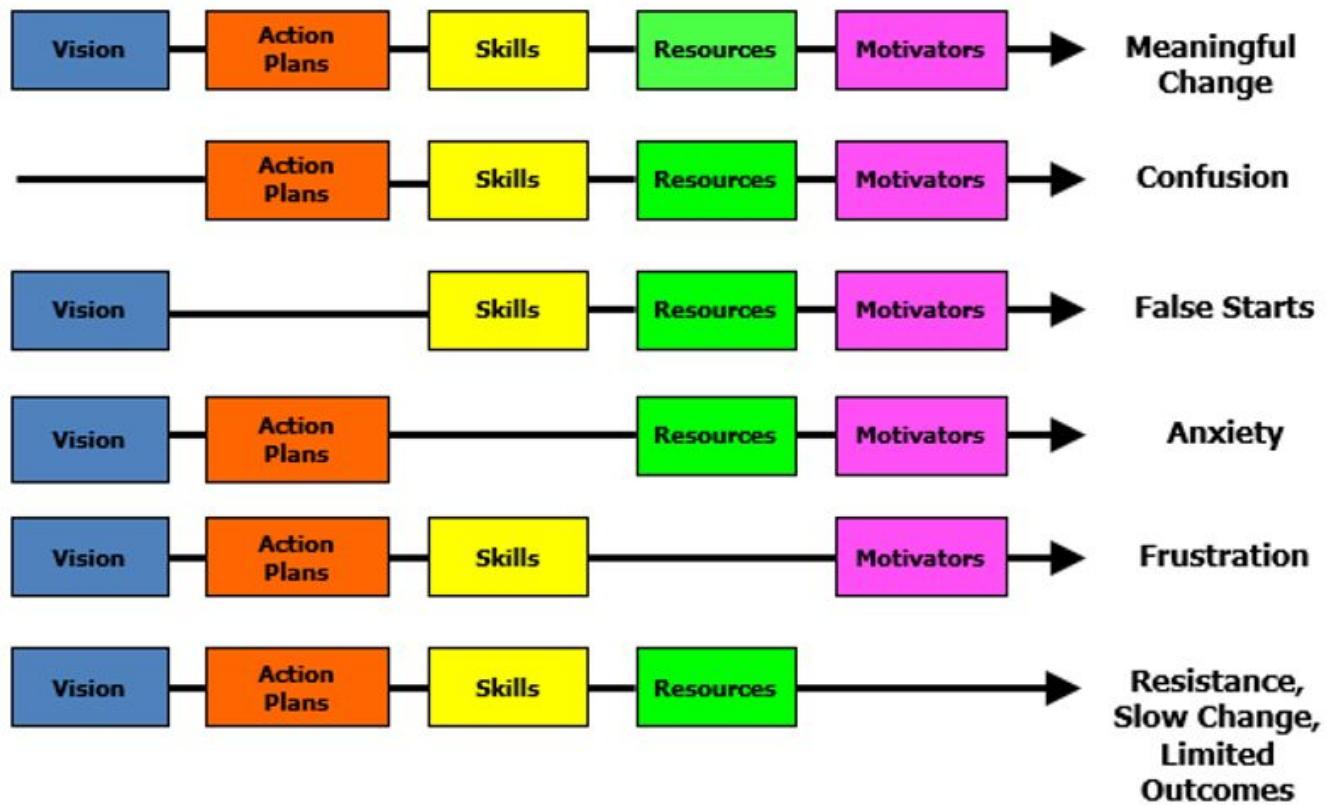> **Which system component does this best fit?**

The principal has allocated all his remaining budget to the new reading curriculum and materials associated with it because he was not anticipating an increase in enrollment.

> **In which system component does this best fit?**

The principal at Greenleaf is hesitant to request further science and reading materials because division policies state that a principal could receive a negative (not in place) evaluation mark if she/he under-identifies the number of curriculum materials needed for the school year.

> **Which system component does this best fit?**

Managing Complex Change

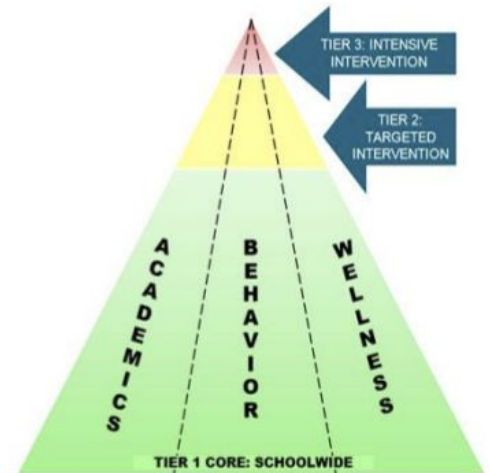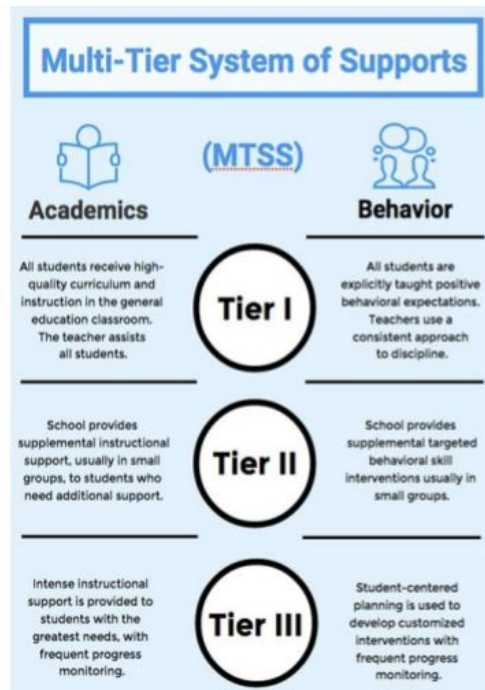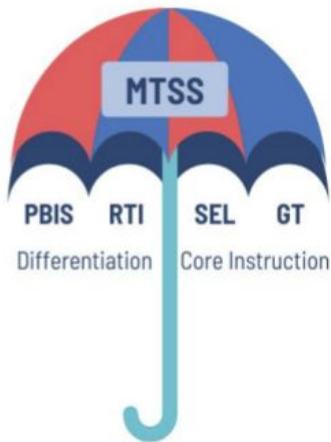|					
Vision	Action Plans	Skills	Resources	Motivators	→ **Meaningful Change**
	Action Plans	Skills	Resources	Motivators	→ **Confusion**
Vision		Skills	Resources	Motivators	→ **False Starts**
Vision	Action Plans		Resources	Motivators	→ **Anxiety**
Vision	Action Plans	Skills		Motivators	→ **Frustration**
Vision	Action Plans	Skills	Resources		→ **Resistance, Slow Change, Limited Outcomes**

Source: Adapted from Knoster, T., Villa R., & Thousand, J. (2000). A framework for thinking about systems change. In R. villa & J. Thousand (Eds.), Restructuring for caring and effective education: Piecing the puzzle together (pp. 93-128). Baltimore: Paul H. Brookes Publishing Co.

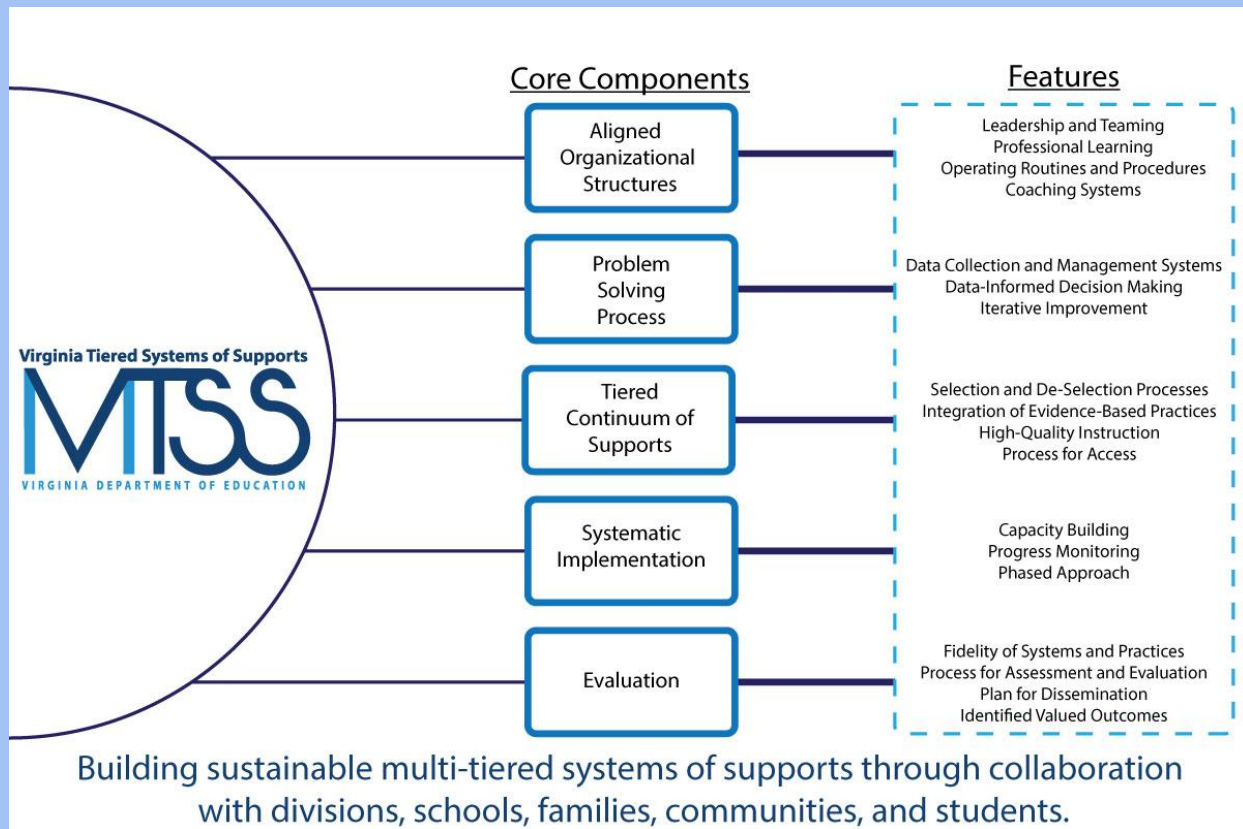# What is a Multi-Tiered System of Support (MTSS)?

What is a Multi-Tiered System of Support (MTSS)?

MTSS is a systemic, data-driven approach that allows divisions and schools to provide evidence-based practices and interventions to meet the needs of their students. This is done through a clearly defined process that is implemented to fidelity by all stakeholders within the school and/or division.

Virginia's MTSS Five Core Components & Features 2.0

Building sustainable multi-tiered systems of supports through collaboration with divisions, schools, families, communities, and students.

Aligned Organizational Structures: The intentional organization of a system's processes and components that work in concert to support a common vision, mission, and set of identified goals.

A. Leadership and Teaming: Implementation of evidence-based practices and systems are guided, coordinated, and administered by a local team comprised of representation from leadership, stakeholders, implementers, consumers, and content experts. This team is responsible for ensuring high implementation fidelity, communication, management of resources, and data-based decision-making (PBIS Blueprint)

B. Professional Learning: Activities that are data-driven, content-focused, and aligned to the instructional and growth needs of all students and staff. Professional learning activities should be collaborative, purposeful, planned, sustained over time, job-embedded, classroom-focused, and aligned with VDOE's mission and vision (Michigan MTSS Practice Profile).

C. Operating Routines and Procedures: Detailed step-by-step explanations of procedures and standards necessary for districts and schools to be successful (e.g., communication, planning, funding, and policy).

D. Coaching Systems: Coaching for systems change involves collaborating with school and division leaders to develop, implement, and sustain an MTSS framework that emphasizes educational environments that improve student outcomes through leadership, facilitating resource allocation, fidelity of evidence-based practices, and addressing large-scale reform and whole-school organizational improvement (Brown et al., 2005; Fixsen et al., 2005; Fullan & Knight, 2011; March et al., 2016; Neufeld & Roper, 2003).

Virginia's MTSS Five Core Components & Features 2.0

Problem-Solving Process: A process for collecting, analyzing, and evaluating data to inform educational decisions about instruction, intervention, implementation, resource allocation, policy development, and movement within a multi-tiered system.

    A.   <u>Data Collection and Management Structures</u>: Includes the collection, organization, storage, visual display, and reporting of data. Data systems (e.g., data collection tools and applications) promote consistent data collection and reflect a range of settings and stakeholders (e.g., community data, student and family perceptions).

    B.   <u>Data-Informed Decision-Making</u>: A consistently used process for analyzing and evaluating data to inform educational decisions about instruction, intervention, resource allocation, professional learning, coaching, policy development, and movement within a multi-level system to support sustainable systemic improvement and whole-child learner outcomes.

    C.   <u>Iterative Improvement</u>: The use of a procedure to continuously refine and evaluate practices/initiatives through regular cycles of data review and iterative action planning, which results in a closer approximation to the desired outcome.

Tiered Continuum of Supports: A three-tiered continuum of integrated academic, behavioral, and social-emotional instruction, intervention, and support that is evidence-based and responsive to the unique needs of each learner.

    A.   <u>Selection and De-selection Processes</u>: The explicit act of evaluating whether to select, modify, or discontinue practices, programs, and/or initiatives based on data, contextual fit, and feasibility.

    B.   <u>Integration of Evidence-Based Practices</u>: The strategic selection and emphasis on using teaching and learning approaches that are proven to be effective through scientifically based studies in academics, behavior, and social-emotional wellness.

    C.   <u>High-Quality Instruction</u>: Curricula, practices, programs, and learning environments are data-driven, aligned with standards, evidence-based, engaging, differentiated, and meet the unique needs of each individual learner.

    D.   <u>Process for Access</u>: Written guidelines for requests for assistance processes and the use of school-specific data-decision rules (utilizing multiple data sources) to identify how students/staff access and exit from advanced tier supports. System-wide progress monitoring occurs to track the proportion of students experiencing success and use of advanced tier supports to modify decision rules as needed (Center on Positive Behavioral Interventions and Supports, 2020).

Virginia's MTSS Five Core Components & Features 2.0

Systematic Implementation: The use of an intentional process to inform, improve, and refine practices or initiatives that can be scaled and sustained over time, resulting in improvement to valued outcomes.

A. Capacity Building: Refers to the development of infrastructure, including the systems, activities, and resources to support the use of evidence-based interventions and strategies for adopting and sustaining innovations (Ward et al., 2015; Ward et al., 2017). More specifically, across:

  a. Leadership (i.e., active involvement in facilitating and sustaining systems change to support the implementation of effective practice through strategic communication, decisions, guidance, and resource allocation).

  b. Competency (i.e., strategies to develop, improve, and sustain educators' abilities to use EBPs and strategies as intended in order to achieve desired outcomes).

  c. Organization (i.e., strategies for analyzing, communicating, and responding to data in ways that result in continuous improvement of systems and supports for educators to use EBPs and strategies with good outcomes (Ward et al., 2017)).

B. Progress Monitoring: Progress monitoring is used to assess students' performance, quantify a student's rate of improvement or responsiveness to instruction or intervention, and evaluate the effectiveness of instruction using valid and reliable measures (Center on Multi-Tiered System of Supports at the American Institutes of Research, 2023). At the systems level, progress monitoring is used to assess overall intervention effectiveness and improvement.

C. Phased Approach: Whether programs or practices are newly selected or being scaled requires strategic planning, resources, and time. Change at the building or division level should be implemented in discernible phases (e.g., implementation science, improvement science) to explore, test, and evaluate the feasibility and effectiveness at a manageable scale and in a timely and effective manner. The systematic study of practices in such a way supports organizations to invest in creating the infrastructure necessary to scale up and sustain over time (Fixen et al., 2005).

Virginia's MTSS Five Core Components & Features 2.0

Evaluation: A plan for gathering, communicating, and reporting information around key questions to monitor impact, determine potential barriers, and inform decisions related to identified valued outcomes.

A. <u>Fidelity of Systems and Practices</u>: Fidelity focuses on how well a program or practice is being implemented, including not only the person who is implementing it, but the quality of the systems in place to support its use, such as the selection, training, and coaching systems. Fidelity data informs and engages all stakeholders (e.g., division staff, instructional coaches, building administrators, and teachers) as new skills are implemented and refined. Results can be used to celebrate and reinforce progress or to provide support and guidance around organizational improvement in specific practices and skills (Active Implementation Hub, 2015).

B. <u>Process for Assessment and Evaluation</u>: At each level of implementation (i.e., division and school), assessments are clearly defined and match the uniqueness of each and every learner across academics, behavior, and social-emotional wellness. Schedules and timelines are documented and communicated. Reports are generated to build on strengths while also addressing areas of need at each level of implementation (e.g., level of use, student performance data, differentiated supports) for problem-solving and to inform practice. A range of strategies should be used to collect stakeholders'/partners' perspectives (e.g., community, family, and student) and monitored to create evaluation feedback loops.

C. <u>Plan for Dissemination</u>: Annual progress reports are designed and disseminated to inform external stakeholders/partners on the activities and outcomes related to MTSS implementation fidelity (Center on Positive Behavioral Interventions and Supports, 2020).

D. <u>Identified Valued Outcomes</u>: Valued outcomes help determine whether the initiative is having the intended impact on students, school personnel, families, and the community. The emphasis on valued outcomes directly informs decisions related to resources, scaling up, and/or improving effectiveness (Center on Positive Behavioral Interventions and Supports, 2020).

Virginia's MTSS Five Core Components & Features 2.0

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Brown, C. J., Stroh, H. R., Fouts, J. T., & Baker, D. B. (2005). Learning to change: School coaching for systemic reform (Report prepared for the Bill & Melinda Gates Foundation). Mill Creek, WA: Fouts & Associates, L.L.C.

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Fallan, M. & Knight, J. (2011). Coaches as systems leaders. *Educational Leadership*, *69*(2), 50–53.

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). Implementation research: A synthesis of the literature. Tampa, FL: University of South Florida, National Implementation Research Network.

March, A. L., Castillo, J. M., Batsche, G. M., & Kincaid, D. (2016). Relationship between systems coaching and problem-solving implementation fidelity in a Response-to-Intervention model. *Journal of Applied School Psychology, 32*(2), 147–177. https://doi.org/10.1080/15377903.2016.1165326.

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Neufeld, B., & Roper, D. (2003). *Coaching: A strategy for developing instructional capacity—Promises and practicalities*. Washington, DC: Aspen Institute Program on Education; Providence, RI: Annenberg Institute for School Reform.

Ward, C., Fixsen, D., & Cusumano, D. (2017). An introduction to the District Capacity Assessment (DCA): Supports for schools and teachers. Retrieved from National Implementation Research Network: University of North Carolina at Chapel Hill

Ward, C., St. Martin, K., Horner, R., Duda, M., Ingram-West, K., Tedesco, M., . . . Chaparro, E. (2015). District Capacity Assessment. Retrieved from National Implementation Research Network: University of North Carolina at Chapel Hill

Implementation Logic

Growth & benefit are central. Must reflect equitable learning opportunities
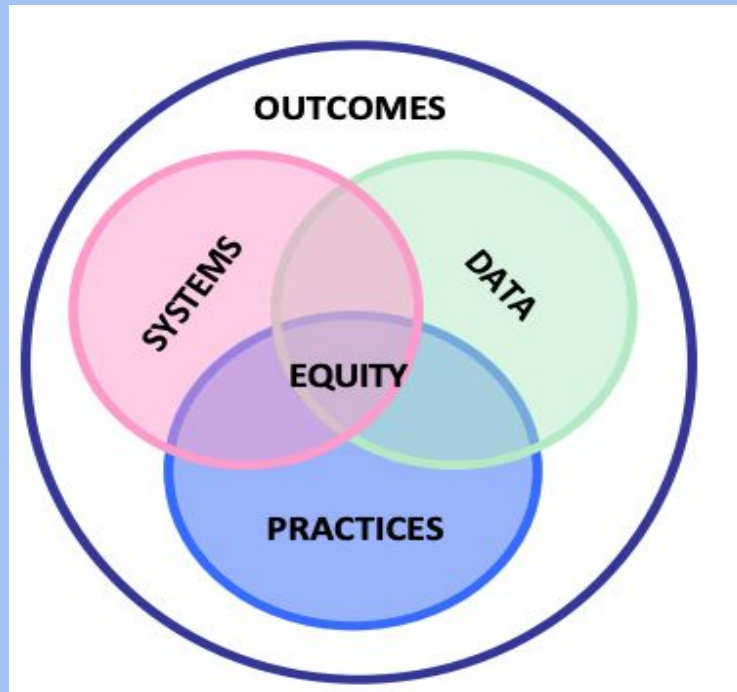
Invest in **Systems!!!** (Leadership teams, support professional learning and coaching)

Data informs decisions about screening, progress monitoring, fidelity, and equitable outcomes

Differentiate and ensure equitable outcomes

Prioritize efficient and effective **practices** (evidence, culture, context)

Implementation Science

Active Implementation Frameworks

Effective Practice ✖ Effective Implementation ✖ Enabling Context = Socially Significant Outcomes

Usable Innovations

Stages

Teams

Drivers

Improvement Cycles
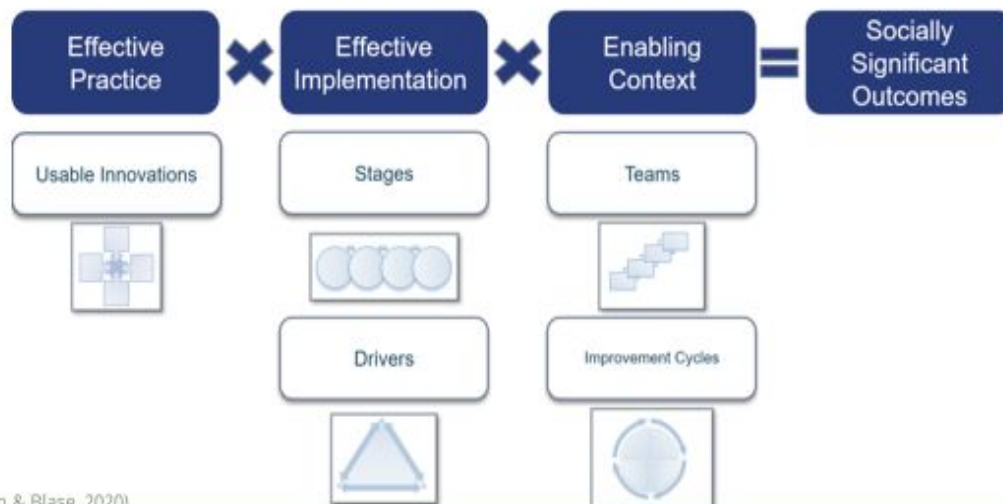
(Fixsen & Blase, 2020)

Implementation Made Simple

Your division has this **THING** (program, practice, intervention) that they want to do.

Your division uses the MTSS framework to **organize** the THING.

MTSS has these **tools, strategies, activities** to do THIS THING (ANY THING)

DATA tells us how much, how well we are at doing this THING.

NIRN-SISEP Center

Phases of Implementation - Phase-based work helps to successfully navigate the journey

Exploration → Installation → Initial Implementation → Full Implementation
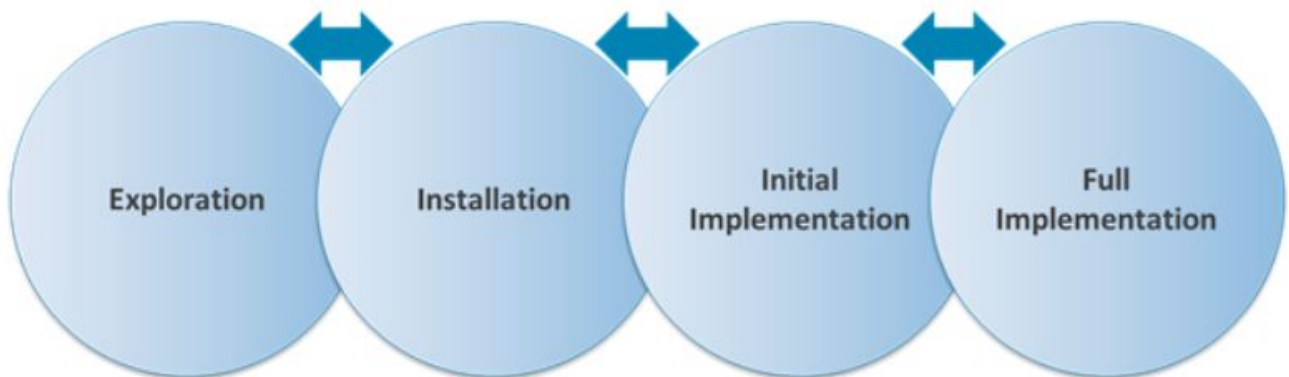
Discuss the importance of a school/division recognizing and moving through each of the phases of implementation:

Visuals of Implementation Logic for MTSS/PBIS

EXAMPLE: MULTI-TIERED SYSTEMS OF SUPPORT FOR IMPLEMENTING PBIS

SYSTEMS

DIVISION:

- ☐ Selects Evidence Based Practices
- ☐ Provides Professional Learning
- ☐ Develops Implementation Plan
- ☐ Provides external coaching support
- ☐ Designs Data /Problem Solving Protocol
- ☐ Determines schedule for progress monitoring data
- ☐ Defines Decision rules for support
- ☐ Monitors implementation fidelity & data
- ☐ Provides resources equitably
- ☐ Communicates to Families/Community
- ☐ Supports Staff Wellness

SCHOOL:

- ☐ Builds Schoolwide Matrix and refines as needed, based on ongoing data
- ☐ Determines structure for Tier 1 instruction: Morning Meetings, Advisory, Circles, etc.
- ☐ Monitors data monthly (SLT; grade levels)
- ☐ Identify students in need of further assessing and/or supports
- ☐ Advanced Tiers bi-monthly meetings
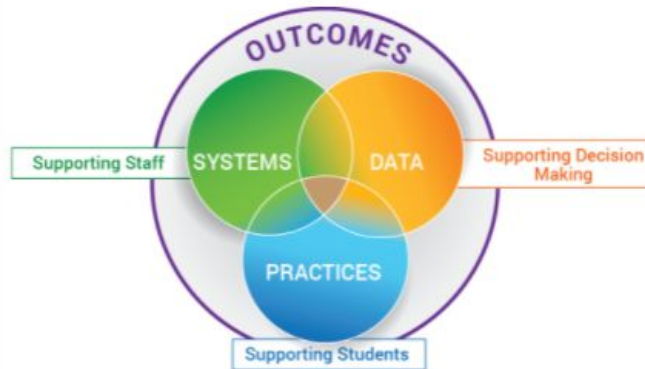- ☐ Ongoing Professional Learning
- ☐ Coaching as needed
- ☐ Evaluation of all PD
- ☐ Staff Wellness activities

OUTCOMES

Supporting Staff — SYSTEMS — DATA — Supporting Decision Making
PRACTICES
Supporting Students

PBIS DATA POSSIBILITIES:

- ☐ Out of School Suspensions (OSS)
- ☐ In School Suspensions (ISS)
- ☐ Office Discipline Referrals (ODR)
- ☐ % Students w/ 0-1 ODR; 2-5 ODR; 6+ ODR
- ☐ TFI targets
- ☐ School Climate targets
- ☐ Academic targets
- ☐ Attendance targets
- ☐ Clinic Data
- ☐ Classroom Walkthrough Data
- ☐ Professional Learning Data

IMPLEMENTING PBIS PRACTICES / PROGRAMS:

- ☐ Schoolwide Matrix
- ☐ Schoolwide Lesson Plans
- ☐ Flow Chart for consistency
- ☐ Re-teaching opportunities
- ☐ Classroom Matrices
- ☐ Classroom Practices defined: Arranging the Physical Environment; Active Supervision; Classroom Expectations; Routines and Procedures; Opportunities to Respond; Ensuring Academic Success; Scaffolding; Acknowledgement and Behavior Specific Praise; Group Contingencies; Error Correction
- ☐ Acknowledgement system (immediate; intermittent; schoolwide goals)

PBIS ADVANCED TIER SUPPORTS

- ☐ Check-in Check-Out
- ☐ Provide re-teaching opportunities based on data
- ☐ Provide small group lessons for students identified as needing more support
- ☐ Provide targeted lessons for students needing individualized support, as indicated by data
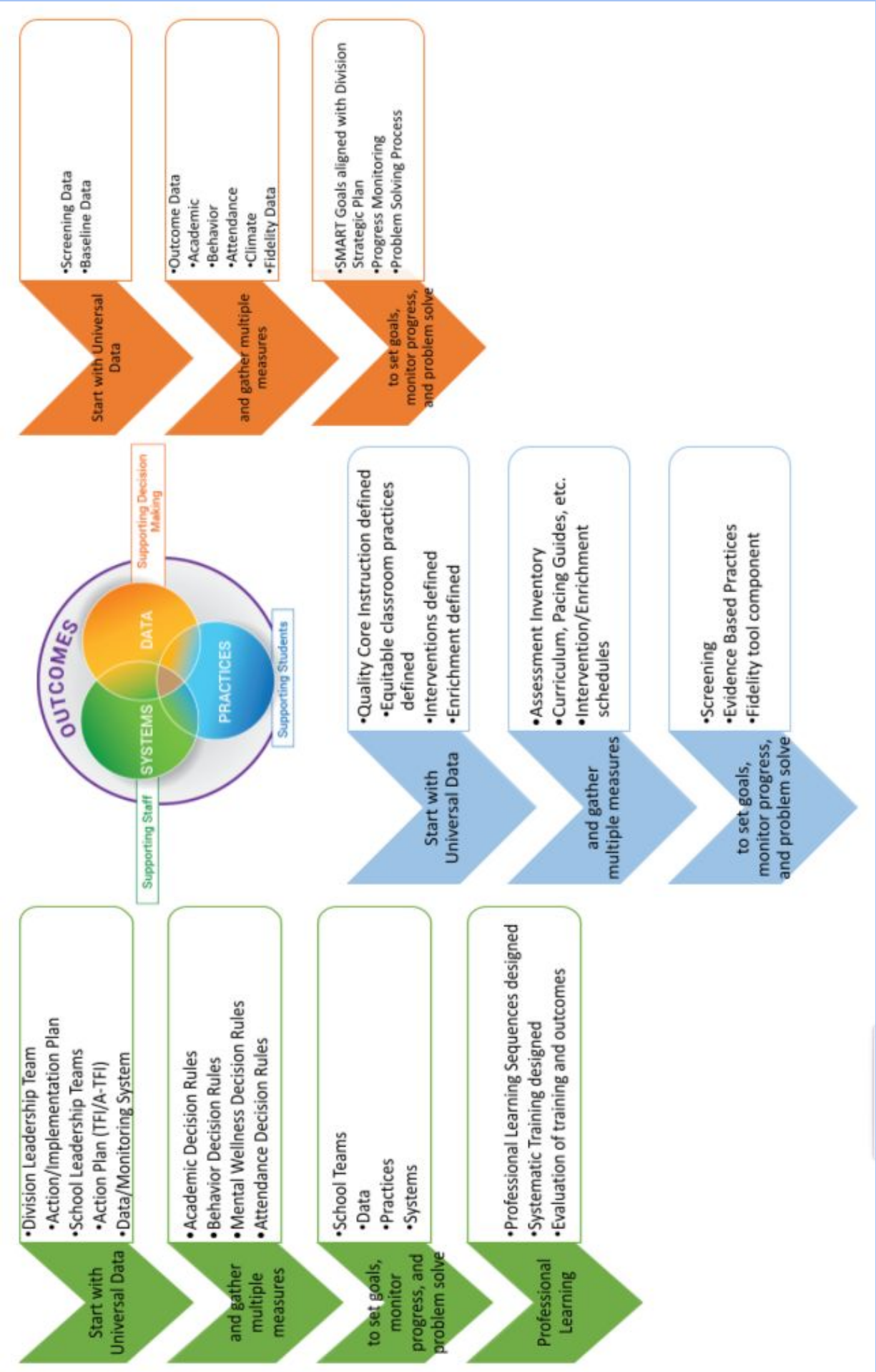
Using Data to Build a System of:
Prevention, Intervention & Enrichment
to SUPPORT:
ALL Staff, Students & Families

"If you're too busy to build good systems, then you'll always be too busy." - Brian Logue

Screenshot

Additional Examples:

- MTSS for Implementation SEL

- MTSS for Implementation of Science of Reading

- MTSS for Implementation of Restorative Practices

Orange row (top):

- Start with Universal Data
  - Screening Data
  - Baseline Data
- and gather multiple measures
  - Outcome Data
  - Academic
  - Behavior
  - Attendance
  - Climate
  - Fidelity Data
- to set goals, monitor progress, and problem solve
  - SMART Goals aligned with Division Strategic Plan
  - Progress Monitoring
  - Problem Solving Process

Center Venn diagram:

OUTCOMES

- DATA
- SYSTEMS
- PRACTICES

Supporting Decision Making

Supporting Students

Supporting Staff

Blue row (middle):

- Start with Universal Data
  - Quality Core Instruction defined
  - Equitable classroom practices defined
  - Interventions defined
  - Enrichment defined
- and gather multiple measures
  - Assessment Inventory
  - Curriculum, Pacing Guides, etc.
  - Intervention/Enrichment schedules
- to set goals, monitor progress, and problem solve
  - Screening
  - Evidence Based Practices
  - Fidelity tool component

Green row (bottom):

- Start with Universal Data
  - Division Leadership Team
  - Action/Implementation Plan
  - School Leadership Teams
  - Action Plan (TFI/A-TFI)
  - Data/Monitoring System
- and gather multiple measures
  - Academic Decision Rules
  - Behavior Decision Rules
  - Mental Wellness Decision Rules
  - Attendance Decision Rules
- to set goals, monitor progress, and problem solve
  - School Teams
  - Data
  - Practices
  - Systems
- Professional Learning
  - Professional Learning Sequences designed
  - Systematic Training designed
  - Evaluation of training and outcomes

Managing Complex Change

Vision	Action Plans	Skills	Resources	Motivators	→ **Meaningful Change**
	Action Plans	Skills	Resources	Motivators	→ **Confusion**
Vision		Skills	Resources	Motivators	→ **False Starts**
Vision	Action Plans		Resources	Motivators	→ **Anxiety**
Vision	Action Plans	Skills		Motivators	→ **Frustration**
Vision	Action Plans	Skills	Resources		→ **Resistance, Slow Change, Limited Outcomes**

In breakout groups, read each scenario and talk as a team about which step in managing complex change needs attention.

- **What were folks feeling or experiencing?**
- **Have you experienced something similar?**
- **Talk about what should have taken place, or what you would do differently.**

Managing Complex Change Scenarios

1. Ms. Smith was the Department Chair of the English department in her high school. After a great summer off, she returned to her first week back at school with several professional learning opportunities. She was surprised to see and hear that a new curriculum was being implemented within the English department. As she took notes and gathered the resources, she kept wondering why they had chosen this curriculum and would this be the best curriculum for her students. At the division English department meeting, she asked several questions about when she would be "required" to start, if she could still use parts of the curriculum she had been using, expressing concerns if her students would "get it."

Managing Complex Change Scenarios

2. Mr. Taylor is a school social worker. He has been involved in providing mental health support to his four schools that he serves. One of his schools decided to incorporate a universal approach to providing mental health support to all students using an evidenced-based program. The administration worked with the school counselors to provide a scope and sequence of rolling out the program and provided training. Mr. Taylor was not a part of the initial planning meetings due to other responsibilities at other schools he served. Ultimately, the training was excellent. Everyone understood the "why" and were so appreciative of an evidence based program to address their current needs. Once the program was implemented, many questions began to surface in regards to how and when to deliver the information and some of the support staff were confused about the steps and process of specific learning intentions.

3. For 3 years the PE teachers have been providing a specialized program on substance abuse. Through the years, folks adapted the program to meet their needs, and there was very little feedback or evaluation of the outcomes--little data was shared on fidelity of implementation. Alarmingly, there had been an increase in suspensions related to substance use, and a student death due to an overdose, which was devastating to the staff and students.

4. Mr. Jones has been implementing PBIS for two years. At first, it seemed the school was all on board and teachers seemed so excited! After two years of such dedication to the work, he's beginning to wonder if it really matters? He often asks himself, "Am I making a difference?" "Does leadership even care about what I'm doing?" He began to think--"Why bother?!"

5. Ms. Hernandez accepted her new position as principal at ABC Elementary School. Upon arriving to the division, she was told that they had a team of teachers and staff that had began to implement a multi-tiered system of support at the school. They had just received a grant, and they were in their first year of installation. She was excited to learn more about the system of support and began digging deeper into the work with the team. They realized that the teachers were feeling more upset than excited about this new way of work. They were sharing out in the staff meetings things like, "It's too much!" "What about training?" "How can we afford this?""This is going to take too much time out of the day."

6. Mr. Maxwell came back from a training and shared with the staff a new book study and program called XYZ. He purchased 50 books and the license for all the teachers. The first day back at school, he quickly passed out the books with some comments and then moved on to the next agenda item. WOW! Everyone loved their shiny new book and the program seemed simple enough. After the newness wore off, Mr. Maxwell noticed that the books were collecting dust on the shelves, and that some of the teachers were not following through with some of the activities. He was pretty upset because he had spent a lot of money on this new initiative!

Systems Coaching within a Multi-tiered System of Support

Coaching for Systems Change

Among other definitions and descriptions, ..."VTSS systems coaching is defined as the **set of skills** that provides embedded, sustained professional learning (training and coaching)."

The Why Behind Systems Coaching

Through ongoing relationships and facilitating a cyclical process, systems coaching develops the **capacity** of **division and school leadership** teams to implement and align MTSS with their mission and goals *(outlined in strategic plans, continuous improvement plans, OSQ plans/MOUs, SEPI CAPs)* in order to enhance student outcomes.

(March and Gaunt 2013, p. 2)

Chunk and Chew

In breakout rooms, take a processing pause to spend a few moments to reflect on the last slide within this latest chunk of content (3 minutes of silence)

Then allow each colleague share out an aha, thought or even question to consider (5 minutes to share)

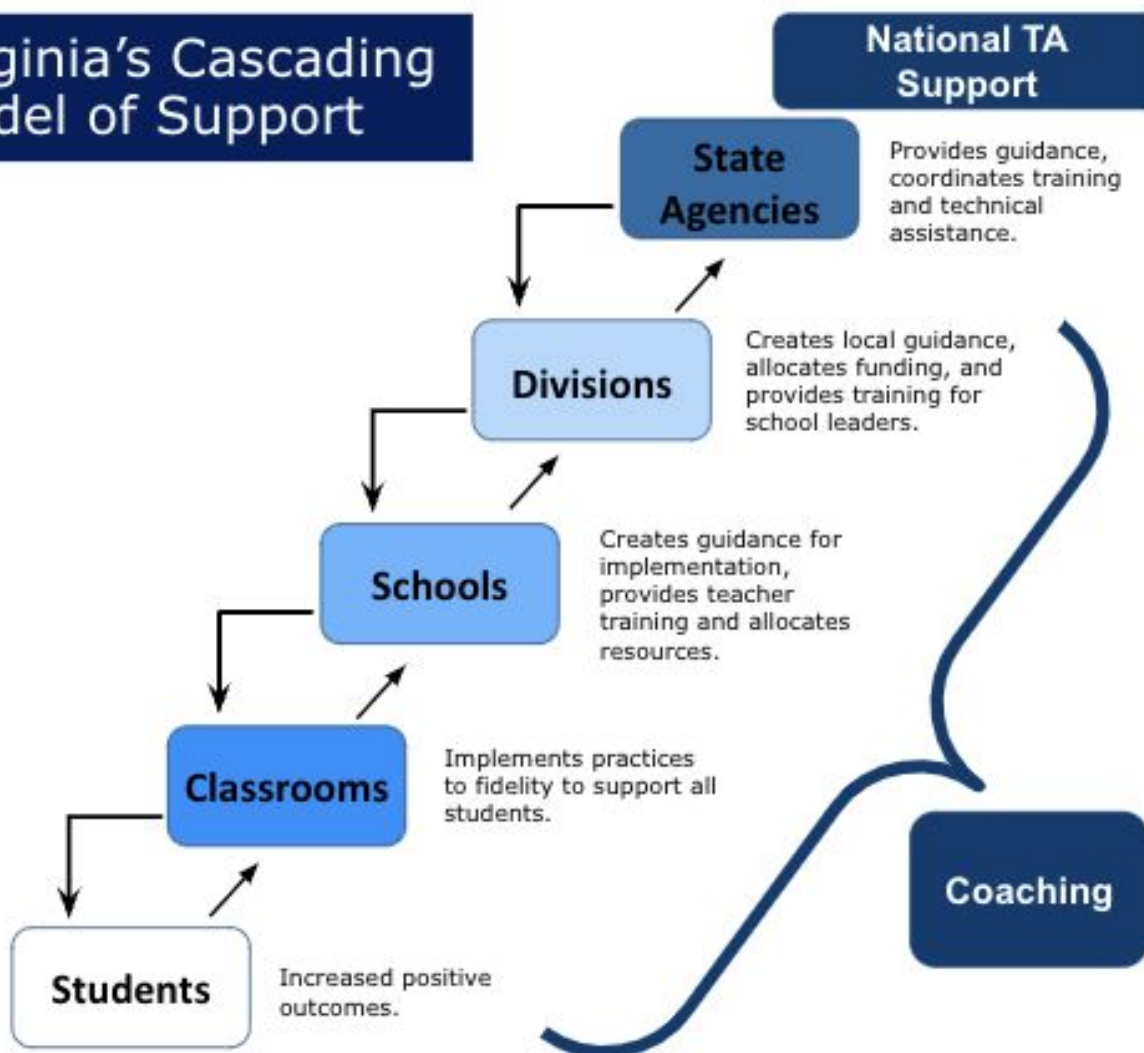**Types of Activities** (may include, but not limited to):

- Organizing resources (Division, school, community)
- Developing protocols and procedures that facilitate logistics of implementation,
- Data-based planning and problem-solving;
- Using data to examine fidelity and outcomes, and
- Providing training and technical assistance
- Being mindful of the school context, culture, and climate

Systems Coaching within a Multi-tiered System of Support

At different times, this includes:

- **Coaching for Individual Change**: focus on skill development, support and performance feedback (content specific: academic, behavior, social/emotional health, behavioral health, wellness)

- **Coaching for Team/Group Change:** focus on collaboration and facilitation, group dynamics

- **Coaching for Systems Change:** focus on organizational change – removing barriers to implementation, aligning initiatives

Virginia's Cascading Model of Support

National TA Support — Provides guidance, coordinates training and technical assistance.

State Agencies

Divisions — Creates local guidance, allocates funding, and provides training for school leaders.

Schools — Creates guidance for implementation, provides teacher training and allocates resources.

Classrooms — Implements practices to fidelity to support all students.

Students — Increased positive outcomes.

Coaching

How will Systems Coaching Occur? Context matters!

At different times, this includes:

- Attend DLT and SLT meetings
- Coach teams to be highly effective around data, systems and practices
- Guide teams through the phases of implementation
- Be a cheerleader for capacity building at all levels within the system

Coaching Supports:

- Your state-level Systems Coach is there to help!
- [The Coaching Checklist](#)links you to key tools used in the MTSS way of work

Coaching Checklist for Implementing Multi-Tiered Systems of Support

What is your lens? Are you... getting ready, getting started, or getting better

Exploration	Installation	Initial Implementation	Full Implementation
getting ready,		*getting started, or*	*getting better*

Core Components Narrative 2.0

CORE COMPONENT: ALIGNED ORGANIZATIONAL STRUCTURES

FEATURES	Looks like & sounds like @ Division Level (DLT)	Looks like & sounds like @ School Level	Tools & Resources
LEADERSHIP & TEAMING	• Assemble Team of diverse stakeholders across division with shared ownership (includes Exec. Leadership) • Conducts inventory of teams and their purpose; align and define teams operating in the division • Defines teaming structures • Conducts inventory of major initiatives within the division and updates annually • Uses Implementation Science & Imp. Action Planning for new initiatives & aligns all plans across the division • Ensures family groups represented in the community, as well as all community providers, are represented • Develops an annual calendar of DLT meeting times/dates • Defines meeting processes; Norms; Decision Making/Problem Solving protocol • Designs organizational structure to access minutes, data, etc. • Defines Team Roles & Responsibilities; adhere to with fidelity • Defines a written, organizational structure for meeting - data to be reviewed, purpose, schedule & by whom • Provides Professional Learning on use of MTSS framework as a way of work • Collaborates with the SLT to determine fidelity/effectiveness of mtg. structures and provides PL/coaching as needed • Assesses team functioning annually • Selects demonstration sites • Supports schools with parallel infrastructure	• SLT includes diverse stakeholders with shared ownership (family groups represented in the community, as well as all community providers are included); Leaders of school teams serve on the SLT (PBIS, Attendance, Literacy, etc.) • Demonstrates knowledge, thorough design and implementation of a MTSS • School has defined and aligned teaming structure (*who meets, when, for what purpose, to consider what data, using what processes & protocols*) • A fluid School Action Plan is aligned with the division plan, and is used for planning • Action Steps are assigned to individuals with dates for monitoring • All School Level Plans (could include team plans) are aligned • Team Roles & Responsibilities are clear; adhered to with fidelity • Annual calendar of meeting times/dates is set • Defined meeting processes; Agenda; Norms; Decision Making protocol • Organizational structure to access minutes, data, etc. • SMART goals defined in School Action Plan • Data is accessible and monitored regularly following a given protocol • Team functioning assessed annually	↑ Working Smarter Document ↑ Team Roster Form ↑ Example: Cascading Roles & Responsibilities ↑ Example: Meeting Roles & Responsibilities ↑ Example: VTSS Meeting Agenda/Norms ↑ Example: Meeting Review Sheet ↑ Decision Making Process (Coaching Teams, Aguilar Ch.8) ↑ Coaching Teams, Aguilar pp.274 & 288 ↑ Team Effectiveness Assessment, Coaching Teams, Aguilar p. 305 ↑ Division Initiative Mapping Instructions ↑ Division Initiative Mapping ↑ District Capacity Assessment ↑ District Capacity Assessment Scoring Guide ↑ Vision and Data Worksheet for Family Engagement
PROFESSIONAL LEARNING	• Inventories Professional Learning within the division • Designs a Coaching System to coach implementing schools • Selects coaching tools and coaching effectiveness measures • Monitors coaching effectiveness • Schedules, reviews, and aligns Division Level Professional Learning and distributes to schools (PL calendar) • Uses training effectiveness data (i.e. surveys, post training obs., PL feedback, etc.) • Monitors Professional Learning for implementation fidelity	• School PL Plan defines what is provided to ALL • School PL Plan defines what is designed for specific groups • PL is monitored r implementation fidelity • Team has a plan for bringing staff on board • Team training effectiveness data (i.e. surveys, post training obs., PL feedback, etc.) • School PL plans are scheduled, reviewed, aligned and included in school plan	↑ MiMTSS Practice Profile ↑ MTSS Prof. Learning Database (DLT / SLTs) ↑ Annual PL Plan / Calendar ↑ Onboarding plan for new staff
OPERATING ROUTINES & PROCEDURES	• Develops a Communication Plan to addresses implementation process and progress of MTSS Implementation • Ensures two-way communication to all stakeholders, including the Board, is defined, establishes feedback and facilitates ongoing dialogue • Ensures policy-relevant information is included in the communication plan • Designs a barrier collection tool to identify patterns of barriers for schools • Addresses identified systemic barriers • Monitors Implementation Action Plan(s) regularly • Designs a written processes for hiring • Designs a written processes for onboarding staff • Develops MTSS Guidance Document is developed with agreed upon definitions	• Two-way communication to all stakeholders is defined and establishes feedback facilitating ongoing dialogue and promotes equitable outcomes. Additional stakeholders are given voice (support staff, community, parents, students, etc.) • Schools secure faculty, student, family and community involvement and input into the communication plan • Barriers to implementation are communicated to the DLT Systems Coach • A written process for data access and aligned data review protocol procedure	↑ Meeting Calendar ↑ Example: Barrier Identification/Collection Tool ↑ Example: SISEP Communication Plan Template ↑ Example: Northampton Coaching Communication Plan

COACHING SYSTEMS	Looks like & sounds like @ Division Level (DLT)	Looks like & sounds like @ School Level	Tools & Resources
COACHING SYSTEMS	• Conducts Coaching Inventory as part of Initiative Inventory • Designs a Coaching System (DLT Systems Coaches assigned to schools) • Ensures Div. Level Systems Coaches' schedules allow for feedback to School Level coaches/teams around data, practices and systems • Determines standard coaching processes/protocols and effectiveness measures to be used with fidelity • Monitors outcome and fidelity data for coaching adjustments/feedback • Develops a plan for selecting and onboarding new coaches • Uses data to revise coaching system - develops/adjusts coaching service delivery plans for desired outcomes • Plans coaches' training for commitment and utilization of practices, programs, and assessments that are culturally and linguistically responsive and used across all schools in all curricula	• School Coaching Inventory defines who coaches what, when, etc. • Small group (may be team) and individual support is provided as needed, and/or requested • Standard coaching processes/protocols are used with fidelity • Coaching Service Delivery Plans and Coaching Effectiveness Measures are utilized • SLT collaborates with division leadership to ensure alignment, coaching supports, and professional learning for staff • SLT consistently reviews data, school context, and gains input from all stakeholders to determine professional learning needs and goals / aligns coaching supports	↑ Definition (Roles/Respon) of a Systems Coach ↑ Cascading Model of Supports ↑ VA Coaching Model Article: Structure for Building a Coaching Culture ↑ Building a Sustainable Coaching System ↑ Initiative Map with Coaching Inventory ↑ Facilitator Core Competencies, Aguilar Template: Coaching Service Delivery Plan ↑ Example: Coaching Service Delivery Plan ↑ Coaching Conversations ↑ PBIS Cultural Responsiveness Field Guide

CORE COMPONENT: PROBLEM SOLVING PROCESS

FEATURES	Looks like & sounds like @ Division Level (DLT)	Looks like & sounds like @ School Level	Tools & Resources
DATA COLLECTION & MANAGEMENT SYSTEMS	• Conducts a data audit • Includes a trained data analyst assigned to the team • Identifies division priorities • Defines desired outcomes (SMART goals are aligned with strategic plan) • Develops a data system (e.g., tools and applications) for division and schools use • Provides training on the data system to division personnel and schools • Monitors fidelity of use of data system • Makes disaggregated data readily accessible to teams • Utilizes fidelity data to make adjustments and provide professional learning and coaching • Utilizes scale-up data to create implementation plans for schools based on implementation phases	• A written, organizational structure is in place - how data will be reviewed, the purpose, schedule and by whom • Data is readily available to teams ↑ SLT generates student data in a timely manner ↑ Data analyst assigned to team and trained ↑ Data is presented in a useable/visual manner ↑ SLT uses data system to monitor student outcome data	↑ Data Audit ↑ Assessment Audit/Map ↑ Data Analyst Worksheet ↑ Common Features of Data Dashboard ↑ Guide: Early warning system data
DATA INFORMED DECISION MAKING	• Selects and consistently uses a Data Process/Protocol to celebrate, problem solve, progress monitor and inform decision making • Reviews data at determined intervals (assessment calendar) to monitor progress and inform decisions around practices and programs	• A Data Process/Protocol is consistently used to celebrate, problem-solve, progress monitor and inform decision making • A Data Process/Protocol includes disaggregated data that supports equitable practices and improved outcomes for all students	↑ DIDM Protocol
ITERATIVE IMPROVEMENT	• Uses, and supports schools in using, continuous improvement cycles	• Uses continuous improvement cycles	

CORE COMPONENT: TIERED CONTINUUM OF SUPPORTS

FEATURES	Looks like & sounds like @ Division Level (DLT)	Looks like & sounds like @ School Level	Tools & Resources
SELECTION & DE-SELECTION PROCESS	• Uses an Evidence-Based Practices Tool annually to select and deselect practices and programs, as identified by data • Reviews/selects interventions to support students in need of more intensive instruction (*Adv. Tier Supports aligned with Quality Core practices defined, and provide an appropriate level of intensity*) • Utilizes outcome data to determine impact in all subgroups to monitor/adjust supports in the continuum	• Continuum of interventions is defined • Intervention Groups and Schedules are identified for all 3 Tiers	↑ Evidence Based Practices Selection Tool ↑ Hexagon Tool ↑ National Center on Intensive Intervention ↑ What Works Clearinghouse

	Looks like & sounds like @ Division Level (DLT)	Looks like & sounds like @ School Level	Tools & Resources
INTEGRATION OF EVIDENCE BASED PRACTICES	• Maps resources within the division - existing practices/programs (Literacy, Math, Attendance, SEB, etc.) • Uses fidelity measures to monitor implementation of practices and interventions • Reviews impact of resources on student outcomes annually (considers fidelity data) • Reviews resources through the lens of equitable distribution • Explores cultural/linguistic factors when adopting academic/SEB practices, programs & assessments • Provides training to utilize the continuum of supports and provide appropriate instructional matches to the needs of students	• Continuum of interventions is mapped and is responsive to all student needs • Students and interventions are appropriately matched • School Resource Maps are reviewed (Literacy, Math, Behavior, SEL, Attendance, etc.) annually • Gaps in resources are identified and communicated to DLT • Clearly defined evidence-based practices, programs and/or interventions monitored for fidelity	↑ Pre- Mapping ↑ Tier I Resource Mapping ↑ Tier 2 or 3 Resource Mapping ↑ Example: Resource Map ↑ Example: Three Tiers Five Domains
HIGH QUALITY INSTRUCTION	• Defines Quality Core Instruction - curricula, practices, programs and learning environments are document & communicated to all stakeholders • Division Wide Assessment Calendar is developed and monitored (universal screeners, formative & summative) • DLT implements a process and timeline for ongoing review of delivery of quality core instruction (fidelity)	• Clearly defined curriculum/scope & sequence monitored for fidelity • On-going review of Quality Core Instruction is clear • Schools follow division plan for monitoring core instruction • All staff are competent in using and understanding the screening tools • Faculty is shown school-wide data regularly • Team reviews and uses fidelity data annually	↑ Effective Classroom Systems (10 Evidence Based Tier 1 Practices) ↑ 10 EBP One-pagers ↑ 10 EBP Videos
PROCESS FOR ACCESS	• Develops written guidelines for Requests for Assistance processes • Provides a comprehensive inventory (resource maps) of all practices, programs and interventions (continuum of supports) • Recommends data-decision rules to identify how students/staff access and exit from advanced tier supports (school-specific adjustments may be needed) Multiple data sources are used. • Utilizes outcome data to monitor system-wide progress and determine impact in all subgroups and monitor/adjust supports in the continuum and modify decision rules as needed	• Continuum of interventions is defined • Defines time & scheduling of interventions (Master Schedule/Intervention Schedules) • Intervention Groups and Schedules are identified for all 3 Tiers • Walkthrough tools check for effectiveness & fidelity (all tiers) • Teams communicates continuum of supports to staff & community • Teams creates organization around entry and exit criteria for accessing interventions at all tiers • Teams use outcome data to evaluate instructional efficacy at all tiers • Fidelity measures are defined and monitored	↑ VTSS Tier 1 Resource Map ↑ VTSS Tier 2 / 3 Resource Map ↑ Pre-Resource Map ↑ Example: NCPS Math Resource Map ↑ Example: NCPS Reading Resource Map ↑ Example: NCPS Behavior & Attendance

CORE COMPONENT: SYSTEMATIC IMPLEMENTATION

FEATURES	Looks like & sounds like @ Division Level (DLT)	Looks like & sounds like @ School Level	Tools & Resources
CAPACITY BUILDING	• Schools have effective training in MTSS Core Components • Schools receive tiered supports around professional learning/coaching needs for effective outcomes	• Staff have effective training in MTSS Core Components • Staff receive tiered supports around professional learning/coaching needs for effective outcomes	• MiMTSS Practice Profile • Effectiveness training survey data • Effectiveness coaching data • Attendance sheets • District Capacity Assessment • District Capacity Assessment Scoring Guide
Progress Monitoring	• Division uses a proactive approach to data analysis • Defines acceptable student performance/growth data (i.e. "health of Tier 1") • Selects and uses reliable screening and progress monitoring tools and/or data for academic, and social behavior practices • Verifies cut scores, decision rules, risk factors re: screening results; continually revisits the assessment tools & schedule • Staff is trained in an integrated approach to monitor student growth with multiple measures • Monitors the efficacy of progress monitoring process/ impact on student performance	• Schools use a proactive approach to data analysis • Process for screening all students for academic, social/behavior strengths and needs is followed with fidelity • Schedules are defined and communicated to ensure progressing monitoring occurs for any Tier 2 or 3 support • Consistently reviews data to monitor progress to inform instruction ("health of Tier 1") • Communicates cut scores and growth rates to all stakeholders • Teams ensure participation in/access to adv. tiers is proportionate • Reviews intervention outcome data/ decision rules for progress monitoring/modification frequently, inclusive of a plan for fading supports	• Progress Monitoring Forms • Resource Map with Entry/Exit Criteria • Assessment Map • Written procedures for screening • Written Process for Advanced Tiers referral • Resource Map with Entry/Exit Criteria • National Center on Intensive Interventon

CORE COMPONENT: EVALUATION

| FEATURES	Looks like & sounds like @ Division Level (DLT)	Looks like & sounds like @ School Level	Tools & Resources
PHASED APPROACH	• If a gap in resources is identified, new initiatives are selected using an Evidence-based Practice Selection Tool • Implementation Phases are followed for new initiatives - exploration, initial installation, initial implementation, full implementation	• New initiatives are selected using an Evidence-based Practice Selection tool • Implementation Phases are followed for new initiatives - exploration, initial installation, initial implementation, full implementation	• Implementation Plan for any new initiative
FIDELITY OF SYSTEMS & PRACTICES	• Procedures adopted to monitor fidelity of implementation (practices & assessments) • Gathers data on any existing fidelity tools and how they are used in the school • Monitoring procedures widely communicated • Coaching staff is using monitoring procedures • Uses established problem solving process to increase fidelity of practices, as needed	• Procedures adopted to monitor fidelity of implementation (practices & assessments) • Collaborates with division leadership to ensure alignment and coaching to support fidelity of evidence based practices • Monitoring procedures widely communicated • Supports provided to help staff in using monitoring procedures • Uses established problem solving process to increase fidelity of practices, as needed	↑ Fidelity Tools ♦ TFI ♦ A-TFI ↑ Evidence Based Practice Tool ↑ VTSS 10 Walkthrough Data Collection Tool
PROCESS FOR ASSESSMENT & EVALUATION	• Identifies evaluation components for MTSS • Establishes data dashboard • Establishes and implements a plan to monitor division level goals • Collects fidelity and outcome data & monitors data on a schedule • Monitors division level implementation plans • Uses data informed decision-making model to impact plans for instruction, coaching and professional learning for schools	• Uses data system (e.g., tools and applications) • Establishes/monitors PL goals (short/long term) • Collects fidelity/outcome data • Monitors data on an established schedule • Monitors school level implementation plans • Uses data informed decision-making model to impact plans for instruction, coaching and professional learning	↑ Coaching Service Delivery Plan designed to provide documented coaching supports ↑ Surveys (staff) ↑ DIDM Protocol
PLAN FOR DISSEMINATION	• Annual progress is documented and communicated to the Schools, the School Board and the Community		↑ Board Report
IDENTIFIED VALUED OUTCOMES	• Valued outcomes are clearly defined in the division strategic plan and internal documentation of progress	• Valued outcomes are clearly defined in the School Continuous Improvement Plan and are aligned with Division goals.	↑ Division Strategic Plan ↑ School Continuous Improvement Plan

Unpacking Core Component #1 Aligned Organizational Structures

Feature 1: Leadership and Teaming

Implementation of evidence-based practices and systems are guided, coordinated and administered by a local team comprised of representation from leadership, stakeholders, implementers, consumers, and content experts. This team is responsible for ensuring high implementation fidelity, communication, management of resources, and data-based decision-making.

Functions of a Division Leadership Team
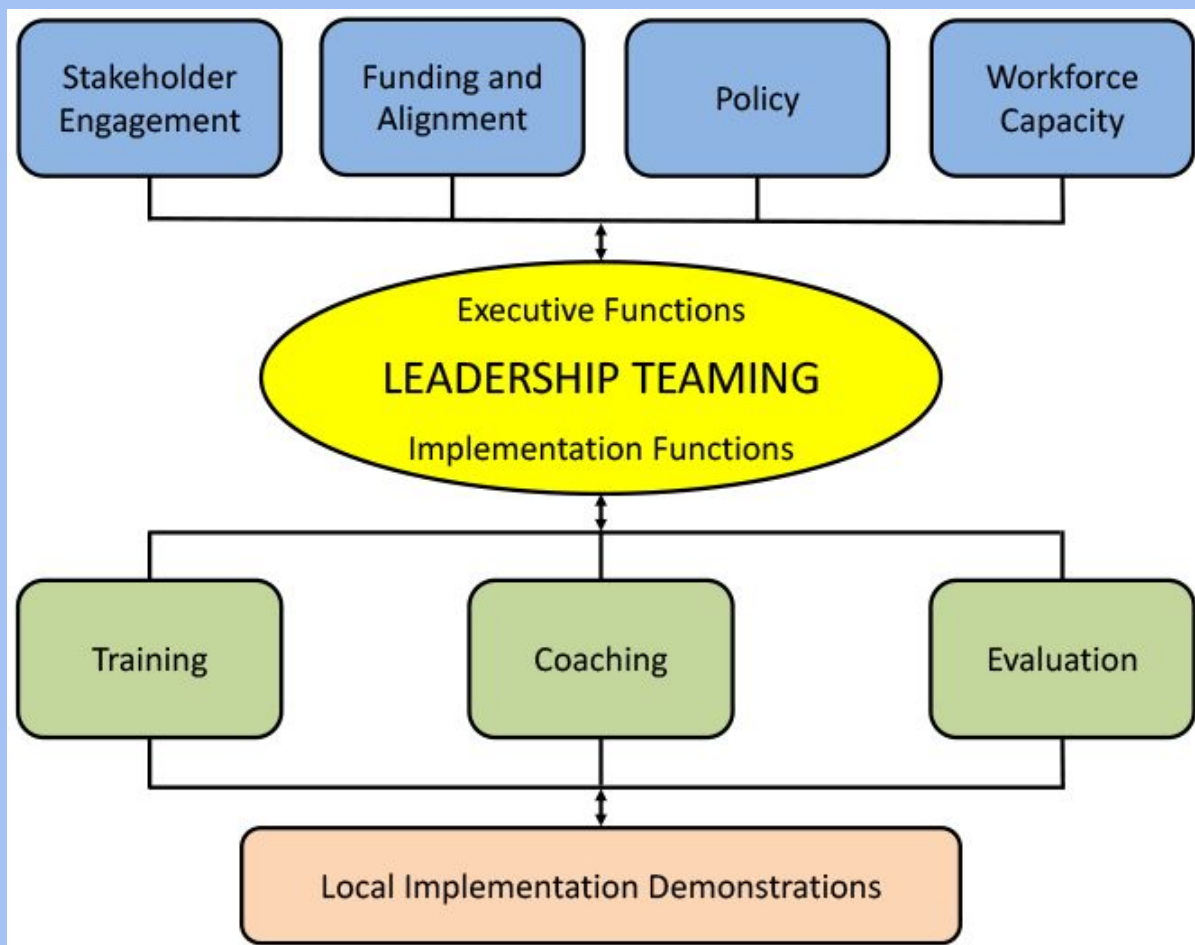
- The Division will get a functional team of diverse stakeholders together
- Holds the vision & drives implementation
- Ensures communication pathways
- Defines roles/responsibilities of teams
- Develops standard meeting processes
- Leads results driven action planning
- Creates parallel structures for schools

Unpacking Core Component #1 Aligned Organizational Structures

Feature 1: Leadership and Teaming (cont.)

A Division Coordinator is named to oversee logistics and provide high-level sponsorship of the implementation effort: securing funding, allocating release time, protecting time for DLT meetings, providing leadership for alignment with existing and new initiatives, etc.
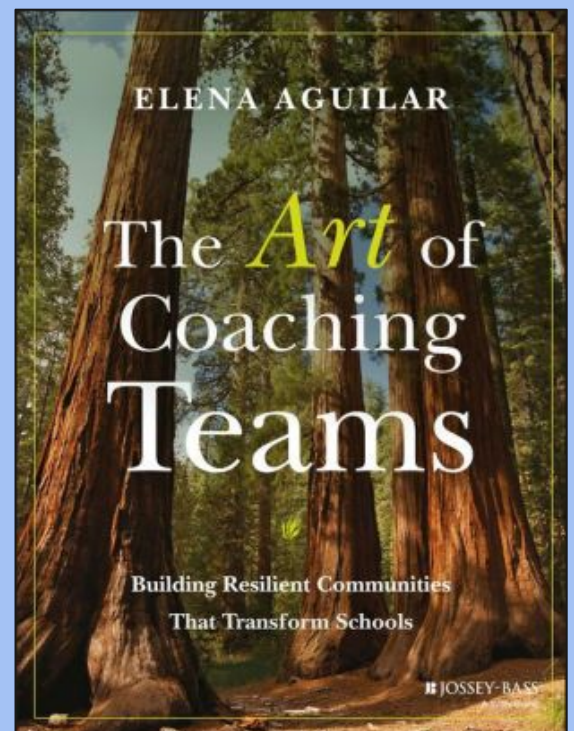
- Additionally, at least one or more Division Systems Coaches are identified. That's you!
- Division Coordinator may also serve as a division coach, or share roles and tasks with a partner.

Find the sample Roles and Responsibilities link in the Coaching Checklist

REFLECTION: Review the "MTSS Roles and Responsibilities" and examine how it flows from top to bottom
- Are your teams designed to serve the identified roles and responsibilities? What do you have? Where are there gaps?
- Do you notice common threads across entities?

Resources to support your work: https://brightmorningteam.com/

2022

Bright Morning Memberships

Transform your ability to coach and lead for resilience, for equity, for excellence.

ELENA AGUILAR

The *Art* of Coaching Teams

Building Resilient Communities That Transform Schools

JOSSEY-BASS

MTSS Cascading Roles and Responsibilities

(SAMPLE) VTSS CASCADING ROLES & RESPONSIBILITIES
Depending on the size and needs of the Division, they may have some or all of these defined roles

EXECUTIVE LEADERSHIP TEAM (ELT):

This team is more common in larger divisions where large scale work is more distributed

- Be the public presence (messaging) in support of implementation efforts (spread the vision and clear expectations for division initiatives)
- Participate in Quarterly meetings for updates from DIT and assistance in addressing barriers
- Support progress monitoring efforts, facilitating communication and addressing barriers as needed

DIVISION LEADERSHIP or IMPLEMENTATION TEAM (DLT or DIT)

Divisions that do not have an ELT, may choose to call this team the Division Leadership Team (DLT)

- Attend monthly team meetings
- Send a representative group to statewide training events that will report back to entire team
- Develop and progress monitor annual division implementation plan
- Progress monitor school level implementation for fidelity and alignment of division initiatives and anticipated outcomes
- Design a coaching system to support school level implementation
- Support systems coaches' professional growth plan; schedule and provide space for coaches' meetings
- Ensure access to, and effectiveness of, coaching service delivery plans
- Design Professional Learning plans for all staff around division initiatives
- Monitor progress and fidelity to coaching plans
- Design and monitor grant funds, and build sustainability within the division

DIVISION COORDINATOR:

- Schedule and facilitate/monitor DLT (and quarterly ELT meetings)
- Organize and facilitate access to funds, resources, and professional learning opportunities associated with VTSS
- Organize and facilitate access to Division VTSS google drive
- Ensure effective and timely communication of plans, progress, and outcomes across the division both up and down the organizational chart
- Design professional growth plans for the coordinator and division level coaches to increase knowledge and skill sets required to support advancements in division implementation

DIVISION COACH:

- Assess the strengths and needs of building coaches to support implementation at the building level
- Communicate coaching service delivery and implementation barriers to DLT/ELT
- Design and deliver bi-monthly professional learning opportunities for building coaches
- Support BIT in designing and delivering professional development to staff focused on increasing understanding of PBIS/VTSS and capacity to implement related classroom practices
- Participate in professional growth plan to increase knowledge and skill sets required to support advancements in division implementation

EXTERNAL COACHES: *(Large divisions may have Cohort Coaches who serve a cluster of implementing schools)*

- Assess the strengths and needs of building coaches to support implementation at the building level
- Communicate coaching service delivery and implementation barriers to DLT/ELT
- Design and deliver monthly (or as agreed upon) professional learning opportunities for building coaches
- Support BIT in designing and delivering professional development to staff focused on increasing understanding of PBIS/VTSS and capacity to implement related classroom practices (TFI 1.7-1.9)
- Participate in professional growth plans to increase knowledge and skill sets required to support advancements in division implementation of initiative(s)
- Assist in administration of Tiered Fidelity Inventory

BUILDING PRINCIPALS:

- Participate in annual TFI administrative interview, team reflection, and action planning
- Select members of BIT (TFI 1.1) to support PBIS/VTSS efforts
- Principal or designated administrator attends monthly BIT meetings
- Principal or designated administrator attends designated division wide Coach and Administrator meetings
- Support progress monitoring efforts and facilitate communication as needed - public presence in support of implementation efforts [refer to best practices tip sheet]
- Design and support systemic and sustainable professional learning (TFI 1.7)
- Support systematic implementation of Effective Classroom Practices (TFI 1.8, 1.9)

MTSS Cascading Roles and Responsibilities (cont.)

BUILDING COACHES:
- Schedule and facilitate monthly BIT meetings
- Ensure meeting minutes, implementation artifacts, and implementation barriers are shared with DIT/DLT
- Work with BIT to share data monthly with school staff
- Provide professional development opportunities to staff focused on increasing understanding of PBIS/VTSS and capacity to implement related classroom practices
- Work with school administration to ensure team efforts align with school improvement goals
- Attend division wide coaches meetings

BUILDING IMPLEMENTATION TEAM MEMBERS:
- Participate in monthly BIT meetings and fulfill meeting roles
- Participate in creating, implementing, and monitoring a school wide PBIS/VTSS action plan
- Assist in sharing data monthly with school staff
- Provide professional development opportunities to staff focused on increasing understanding of PBIS/VTSS and capacity to implement related classroom practices
- Support staff in implementation of practices and facilitate access to resources as needed

* Developed in collaboration with Accomack and Newport News Division VTSS Teams

Why Coach?

Coaching bridges the research-to-practice gap. Training supported by on-going coaching results in teachers implementing 80-90% of new practices.

Your focus is on coaching TEAMS

Coaching at this level focuses on helping teams 1. develop their collaboration and facilitation skills, 2. establish team operating procedures, 3. understand group dynamics, and 4. solidify data-driven decision making processes.

Adapted from PBIS.org Implementation Blueprint and Oregon Systems Coach Manual, 2013
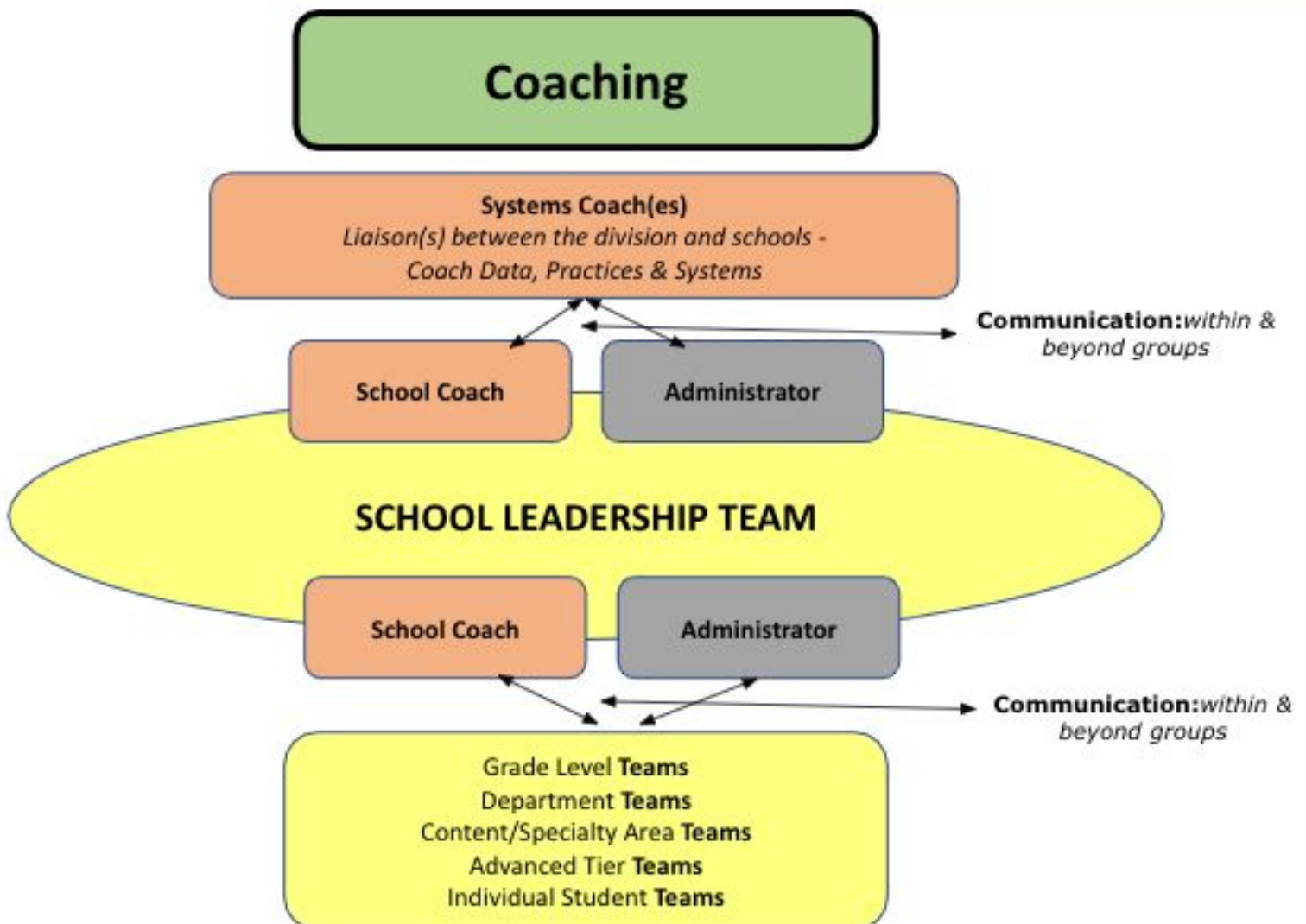
Who Should be on Your Division Leadership Team?

- Division Coach and/or Division Coordinator
- Superintendent / Executive authority (funding/policy)
- Individuals who are able to make decisions/expertise:
 - Director of Instruction
    - Key Department Leads, e.g. Literacy, Math, CTE, etc.
  - Director of Student Support Services
    - Behavior Specialist
  - Director of Special Education
  - Data Analyst
  - Director of Professional Learning
  - Director of Family and Community Engagement
  - Any others who have the authority and expertise to help with implementation

Are diverse identities represented on your team? Our identities inform and influence decisions made!
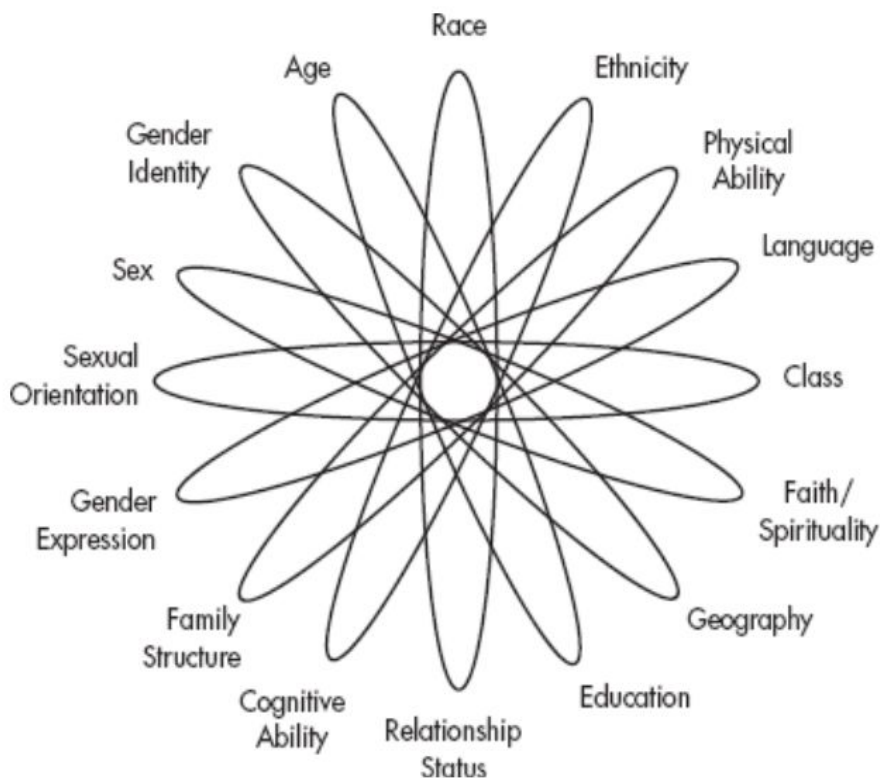
"A leader is anyone at any level who takes responsibility for finding the potential in people and processes and has the courage to develop that potential."

-Brene' Brown

Who Should be on Your School Leadership Team?

- Division coach to support the team!!
- School Administrator(s)
- Content area reps: Literacy, Math, CTE, etc.
- Grade level leadership
- Individual with Special Education expertise
- Intervention providers
- School Counselor
- Behavior expertise
- Data collector & analysis expertise
- Family & Community stakeholder(s)
- Student representatives - key to secondary

  *Not an exhaustive list; context matters

Other Considerations:
- School psychologist? School nurse? School resource officer? Community mental health provider?

- How will you get input from youth, family and community members?

- Do you have a balance of personality/preference/work styles?

  (Resources: NSEW, 16 Personalities, Strengths Finder, What's Your Color?

Coaching Pause: Reflect on your current team composition and answer the following questions:
- Do you have family and community voice on your teams?
- Do your teams represent diversity?
- Do you have the right team members on your team to accomplish your division goals?
- What might be some "look fors," and what coaching moves might you make?

Aligned Organizational Structure
Leadership and Teaming continued

The Division will establish a highly functioning team and then guide schools to do the same. Consistent structures and processes make your work for efficient and more effective!

- **Teaming Structure** (Division / School)
  - *What teams meet when*
  - *For what purpose*
  - *Considering what data*
- **Team processes**
  - Document team members, meeting schedules
  - Effective meeting agendas
  - Community agreements or norms

Working Smarter Not Harder

Team/ Work group/ Committee	Purpose	Outcome	Who benefits	Schedule	Membership	How is the work related to school improvement plan? High priority?

Video resource: Team Check-ups with Gloucester & Cumberland

Creating an Enabling and Collaborative Context

Effective team structures and processes will free up systems coaches and team members to focus on the work. An effective coach creates a hospitable environment (culture) to support the use of skills through effective communication, collaboration, problem-solving, and shared ownership by demonstrating flexibility, supportiveness, approachability, and trustworthiness in a non-judgmental, hospital environment for individuals, teams and leaders.

Practice Communication Skills

- Active listening

- Paraphrasing and summarising

- Asking clarifying questions

Acknowledge Strengths

- Role effectiveness

- Deep understandings of the work

- Accomplishing tasks

- Taking risks or thinking creatively

Notice

- Who is speaking most, leading most?

- Is there a balance of voice?

- What's on most agendas?

- What are the conversations about?

- Are there pattern of barriers?

NIRN Practice Profile for Coaching/Enabling Context for EBPs

Trust as the Foundation for Coaching

[Creating an Enabling Context for Coaching - NIRN](#)

What are some things you (can) do as a leader to build trust?

-
-
-

Why is trust so important?

-
-
-

Psychology Today - [The Neuroscience of Trust](#): Researchers have pinpointed two brain regions associated with trust. it has more about the brain science if you're interested!

The [NIRN Practice Profile for Coaching](#) is another excellent resource to dive deeper into coaching skills and the research behind them. We've also created a [1-pager of the NIRN Practice Profile](#) for quick reference.

Feature 2: Professional Learning
Activities that are data-driven, content-focused, and aligned to the instructional and growth needs of all students and staff. Professional learning activities should be collaborative, purposeful, planned, sustained over time, job-embedded, classroom-focused, and aligned with VDOE's mission and vision.

Level of Impact	Evidence of Impact	Training Method
Awareness	Participant can articulate general concepts and identify problem	Didactic Presentation of Theory and Concepts
Conceptual Understanding	Participant can articulate concepts clearly and describe appropriate actions required	Modeling and Demonstration (i.e. live, video, etc.)
Skill Acquisition	Participant can begin to use skills in structured or simulated situations	Practice in Simulated Situations with Feedback (i.e. role play, written exercises, etc.)
Application of Skills	Participants can use skills flexibly in actual situation	Coaching and Supervision During Application

Coaching Pause: Reflect on your current team composition and answer the following questions:

- Is there an aligned Professional Learning (PL) calendar for the division or is it siloed?
- Do all teachers/staff get the same thing?
- How do you provide PL suited to the needs and wants of teachers?
- Does every presenter develop and post learning intentions and consider levels of impact?
- Is PL effectiveness data collected?

How can you coach your team to move toward a strong system of Professional Learning?

Feature 3: Operating Routines and Procedures

Detailed step-by-step explanations of procedures and standards necessary for districts and schools to be successful (e.g., communication, planning, funding, and policy).

Here are just a few Operating Routines and Procedures to consider and tools to support the development:

1. How does the division/school(s) select which Evidence-Based Practices will best fit the needs of your students and fit your context considering your capacity? What supports are need to make implementation with fidelity possible? NIRN's Hexagon Tool might help you develop consistent "procedures" for selection.
2. Do you have a written Communication Protocol that explicitly describes how information is communicated from the school board to families and community and all levels of the cascade? NIRN's Communication Protocol

School Board

Division

Schools

Classrooms

Students/Families/ Community

Feature 3: Operating Routines and Procedures (cont.)

Coaching Pause: Consider your school division's communication system through the lens of MTSS:

- What are its parts?

- Who are the stakeholders involved?

- What outcomes, data, practices and systems should be considered?

- What other systems are impacted when a change is made in this system?

- Where does communication begin? End?

- How is it documented? DCA item 10.

-

How can you coach your team to move toward a strong system of communication?

Unpacking Core Component #1 Aligned Organizational Structures (cont.)

Feature 4: Coaching Systems

Coaching for systems change involves collaborating with school and division leaders to develop, implement, and sustain an MTSS framework that emphasizes educational environments that improve student outcomes through leadership, facilitating resource allocation, fidelity of evidence-based practices, and addressing large-scale reform and whole-school organizational improvement.

What is coaching?

Coaching is defined as regular, job-embedded professional learning designed to help teachers and staff use an evidence-based practice or program as intended. Coaching bridges the research-to-practice gap. Training supported by ongoing coaching results in teachers implementing 80-90% of new practices.

Feature 4: Coaching Systems (cont.)

Coaching

Systems Coach(es)
Liaison(s) between the division and schools -
Coach Data, Practices & Systems

School Coach

Administrator

Communication: *within & beyond groups*

SCHOOL LEADERSHIP TEAM

School Coach

Administrator

Communication: *within & beyond groups*

Grade Level Teams
Department Teams
Content/Specialty Area Teams
Advanced Tier Teams
Individual Student Teams

A Coaching System is necessary to ensure building level teams and school staff have equitable access to high quality, tiered professional learning and coaching!

Resources:
Guide to Building a Sustainable Coaching System
Virginia's MTSS Coaching Model

Unpacking Core Component #1 Aligned Organizational Structures (cont.)

Examples of Coaching Models/Networks:

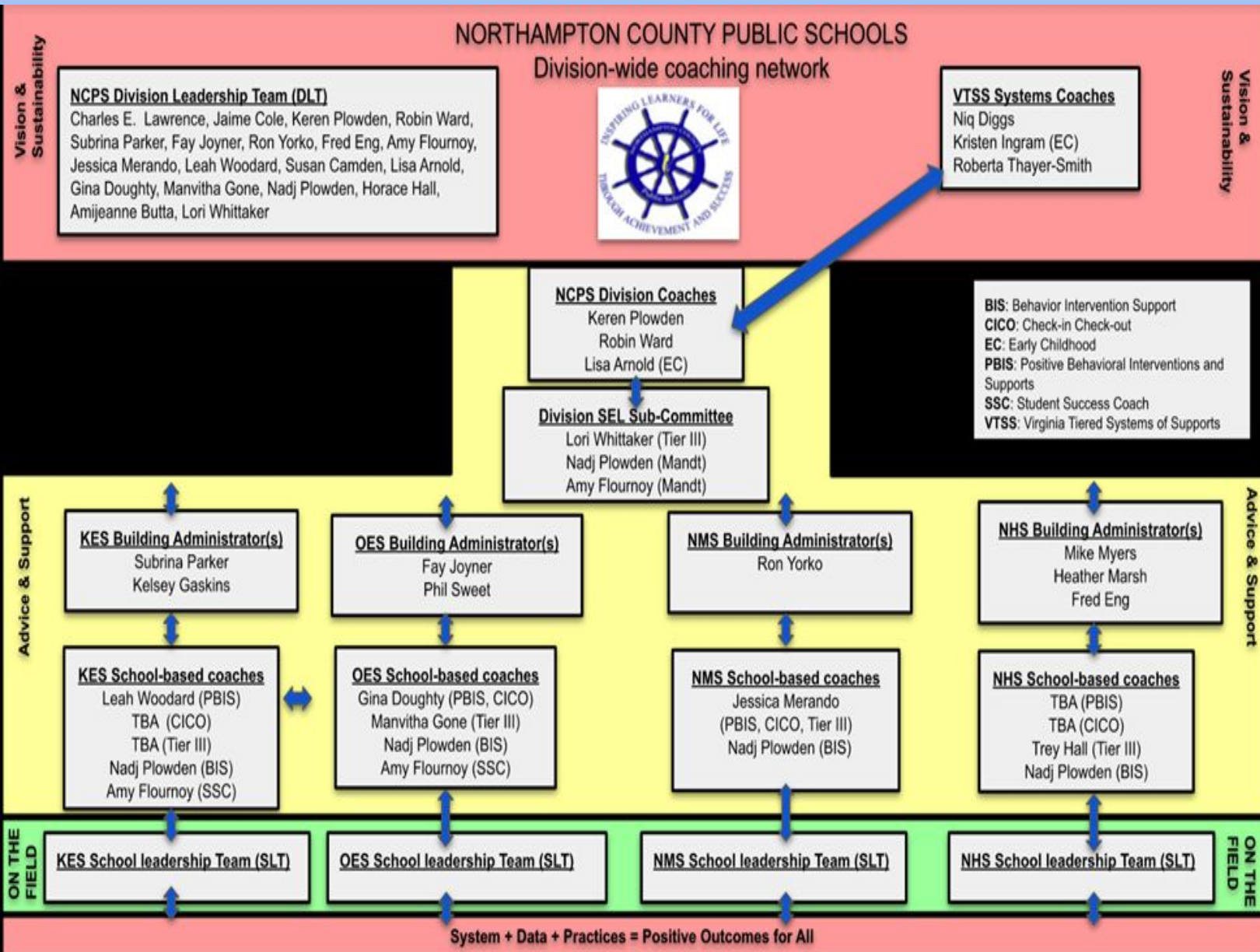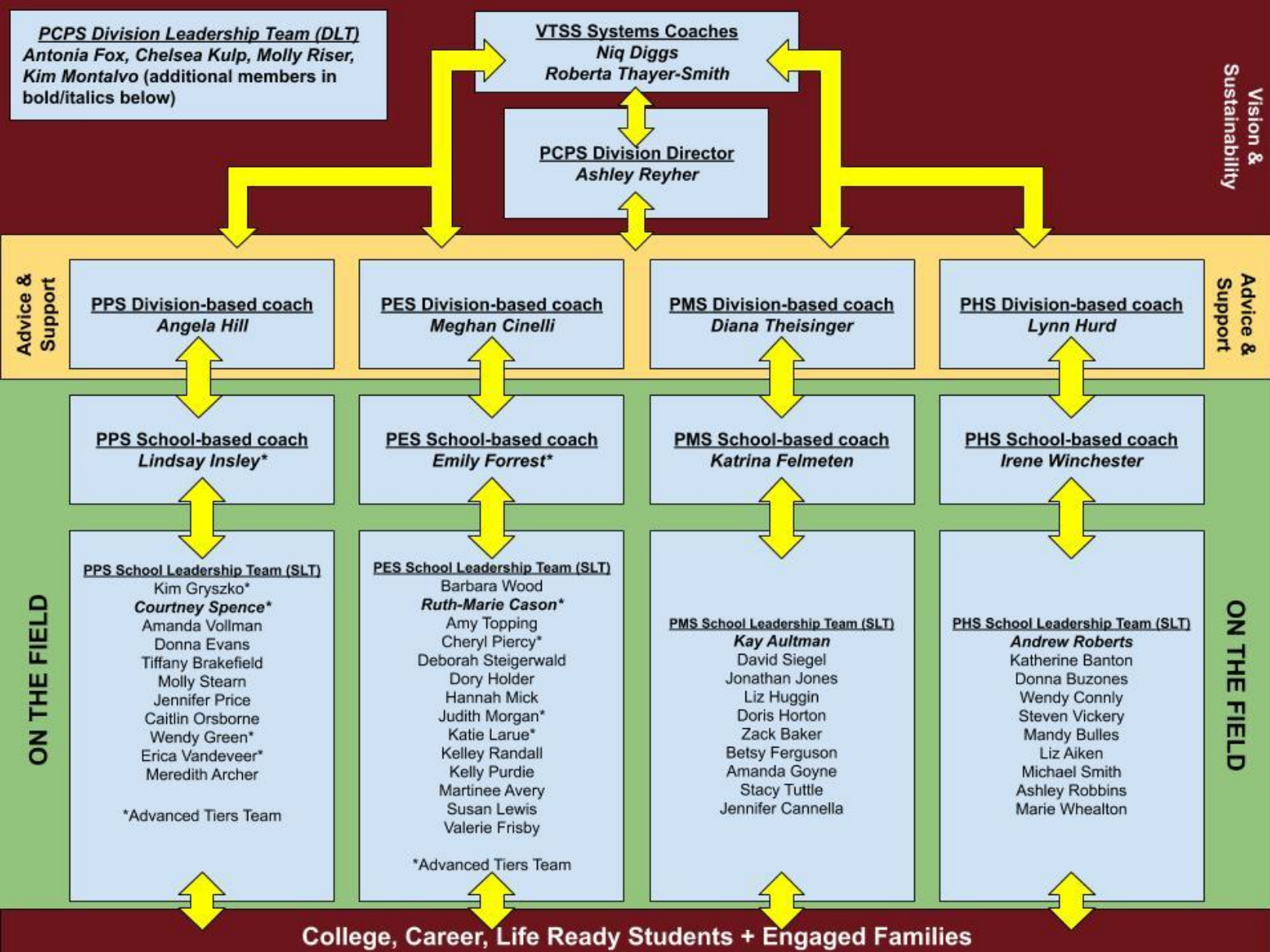## NORTHAMPTON COUNTY PUBLIC SCHOOLS
Division-wide coaching network

Vision & Sustainability

NCPS Division Leadership Team (DLT)
Charles E. Lawrence, Jaime Cole, Keren Plowden, Robin Ward, Subrina Parker, Fay Joyner, Ron Yorko, Fred Eng, Amy Flournoy, Jessica Merando, Leah Woodard, Susan Camden, Lisa Arnold, Gina Doughty, Manvitha Gone, Nadj Plowden, Horace Hall, Amijeanne Butta, Lori Whittaker

VTSS Systems Coaches
Niq Diggs
Kristen Ingram (EC)
Roberta Thayer-Smith

NCPS Division Coaches
Keren Plowden
Robin Ward
Lisa Arnold (EC)

Division SEL Sub-Committee
Lori Whittaker (Tier III)
Nadj Plowden (Mandt)
Amy Flournoy (Mandt)

BIS: Behavior Intervention Support
CICO: Check-in Check-out
EC: Early Childhood
PBIS: Positive Behavioral Interventions and Supports
SSC: Student Success Coach
VTSS: Virginia Tiered Systems of Supports

Advice & Support

KES Building Administrator(s)
Subrina Parker
Kelsey Gaskins

OES Building Administrator(s)
Fay Joyner
Phil Sweet

NMS Building Administrator(s)
Ron Yorko

NHS Building Administrator(s)
Mike Myers
Heather Marsh
Fred Eng

KES School-based coaches
Leah Woodard (PBIS)
TBA (CICO)
TBA (Tier III)
Nadj Plowden (BIS)
Amy Flournoy (SSC)

OES School-based coaches
Gina Doughty (PBIS, CICO)
Manvitha Gone (Tier III)
Nadj Plowden (BIS)
Amy Flournoy (SSC)

NMS School-based coaches
Jessica Merando
(PBIS, CICO, Tier III)
Nadj Plowden (BIS)

NHS School-based coaches
TBA (PBIS)
TBA (CICO)
Trey Hall (Tier III)
Nadj Plowden (BIS)

ON THE FIELD

KES School leadership Team (SLT)

OES School leadership Team (SLT)

NMS School leadership Team (SLT)

NHS School leadership Team (SLT)

System + Data + Practices = Positive Outcomes for All

Unpacking Core Component #1 Aligned Organizational Structures (cont.)

Examples of Coaching Models/Networks:

PCPS Division Leadership Team (DLT)
Antonia Fox, Chelsea Kulp, Molly Riser, Kim Montalvo (additional members in bold/italics below)

VTSS Systems Coaches
Niq Diggs
Roberta Thayer-Smith

PCPS Division Director
Ashley Reyher

Vision & Sustainability

Advice & Support

PPS Division-based coach
Angela Hill

PES Division-based coach
Meghan Cinelli

PMS Division-based coach
Diana Theisinger

PHS Division-based coach
Lynn Hurd

Advice & Support

ON THE FIELD

PPS School-based coach
Lindsay Insley*

PES School-based coach
Emily Forrest*

PMS School-based coach
Katrina Felmeten

PHS School-based coach
Irene Winchester

PPS School Leadership Team (SLT)
Kim Gryszko*
*Courtney Spence**
Amanda Vollman
Donna Evans
Tiffany Brakefield
Molly Stearn
Jennifer Price
Caitlin Orsborne
Wendy Green*
Erica Vandeveer*
Meredith Archer

*Advanced Tiers Team

PES School Leadership Team (SLT)
Barbara Wood
*Ruth-Marie Cason**
Amy Topping
Cheryl Piercy*
Deborah Steigerwald
Dory Holder
Hannah Mick
Judith Morgan*
Katie Larue*
Kelley Randall
Kelly Purdie
Martinee Avery
Susan Lewis
Valerie Frisby

*Advanced Tiers Team

PMS School Leadership Team (SLT)
Kay Aultman
David Siegel
Jonathan Jones
Liz Huggin
Doris Horton
Zack Baker
Betsy Ferguson
Amanda Goyne
Stacy Tuttle
Jennifer Cannella

PHS School Leadership Team (SLT)
Andrew Roberts
Katherine Banton
Donna Buzones
Wendy Connly
Steven Vickery
Mandy Bulles
Liz Aiken
Michael Smith
Ashley Robbins
Marie Whealton

ON THE FIELD

College, Career, Life Ready Students + Engaged Families

Temperature Check:

Does your division…

- promote a culture for coaching?
- encourage risk taking?
- view mistakes as learning opportunities?
- ensure processes and decision making are transparent?
- ensure information is shared openly?

Soft Skills? NO! People Skills are Core Competencies!

"They aren't called soft skills; they are called courage-building skills."
-Brene' Brown

85% of one's success in the workplace is attributed to soft skills and only 15% to technical skills.
-Harvard Study

"I really reject the idea of soft skills. There is nothing soft about them. We have hard skills and we have human skills. We need more human skills."
-Simon Sinek

Hard Skills or Human Skills video - https://youtu.be/3T71qvIPCto

Don't Forget: YOU are an AGENT of CHANGE!

Coaching Quotes

1. "The Coach's main role deals with expanding the ability to see contexts, rather than supplying content. The person being coached then sees new ways to utilize existing skills." (Julio Olalla)

2. "A Coach is someone who tells you what you don't want to hear so that you can see what you don't want to see so that you *can* be what you've always wanted to be." (Tom Landry)

3. "Masterful coaches inspire people by helping them recognize the previously unseen possibilities that lay embedded in their existing circumstances." (Robert Hargrove)

4. "Coaching is the art of creating an environment, through conversation and a way of being, that facilitates the process by which a person can move toward desired goals in a fulfilling manner." (Tim Gallwey, 2000, p. 177)

5. "A Coach is someone who (1) sees what others may not see through the high quality of his or her attention or listening, (2) is in the position to step back (or invite participants to step back) from the situation so that they have enough distance from it to get some perspective, (3) helps people see the difference between their intentions and their thinking or actions, and (4) helps people cut through patterns of illusion and self-deception cause by defensive thinking and behavior." (Robert Hargrove)

6. "The coach and coachee(s) relationship must be one that rests on a foundation of trust that can allow the coaching dialogue to take place." (James M. Hunt)

7. "Coaches and the people they coach know that for the future to be different, we need to change the way we do things in the present…. More often, changes involve shifts in attitudes, thinking, perceptions and behavior." (Gary Collins)

8. "We do not really see through our eyes or hear through our ears, but through our beliefs." (Lisa Delpit)

9. "In a dialogue, we must say what we think. However, advocacy without inquiry is anti-dialogical; it leads to a competition of wills where the lourdes or most aggressive arguer wins. Dialogue is a partnership activity in which two or more people communicate not to win, but to achieve mutual understanding." (Jim Knight)

Partnership Communication

- What we believe = How we communicate
- I see others as equal partners in conversation
- Belief 1: Coaching is an act of service
- Belief 2: I want to hear what others have to say
- Belief 3: I believe other people should have a lot of autonomy

Communication Belief Reflections:

Belief 1: How do you currently show those you coach that you see them as equals?

Belief 2: Do you spend as much time listening as you do talking during conversations? What distractions keep you from being fully present?

Belief 3: How do you feel when you are in a conversation with a person who needs to be right? Do you find yourself needing to be right in conversations?

How Do I Listen?

Read through the kinds of listening activities listed here. Ask someone to talk for a minute or two. Notice what kinds of listening activities your mind does, and check off the boxes as you notice your mind going into these places. Alternately, listen to someone talk, watch your mind wander, and then use this tool afterward to record your observations.

- ☐ Listening to find **connections**. Your mind thinks, "Oh, I remember when that happened to me too!"

- ☐ Listening to find **a story of your own** to share. Your mind thinks, "I can tell her about that time that I..."

- ☐ Listening but **wanting to jump in** and finish the speaker's sentence.

- ☐ Listening to find a point you **agree or disagree** with.

- ☐ Listening to find something you can ask a **clarifying question** about after because you want more information.

- ☐ Listening to **understand the other person's perspective**.

- ☐ Listening to ask a **probing question** to elicit the other person's thinking or build their reflective capacity.

- ☐ Listening to **fix it**—to find a way to help or solve a problem, to give advice.

- ☐ Listening and **empathizing** with the other person.

- ☐ Listening and **judging** the other person—finding fault with what they said or did, evaluating their thoughts.

- ☐ Listening to find something you can **critique** or offer a rebuttal.

- ☐ Listening and feeling **impatient**, wishing that the other person would stop talking.

- ☐ **Faking listening.** Being bored by what the other person is saying. Occasionally nodding or *ah-ha-ing* but spacing out.

- ☐ Listening and feeling **excited, inspired or moved** by what the other person says.

- ☐ Listening for implicit meanings; listening **between the lines.**

E l e n a   A g u i l a r

Collaborative Communication Skills

"Effective interpersonal communication skills are essential whether one is coaching an individual person, a team of people, or an organization as a whole. This ability to listen, ask open-ended questions, paraphrase, summarize and synthesize information – all within a nonjudgmental climate – are especially important."

(March & Gaunt, 2013 p. 10).

Paraphrasing

-
-
-

Offering empathy

-
-
-

Asking clarifying questions/Requesting clarification

-
-
-

Summarizing

-
-
-

Offering Information

-
-
-

Asking potentially relevant questions

-
-
-

Notes/Reflection

Use this space to take notes on communication "Ah ha's" as you work through the activities:

Practice Statements

Example:

Speaker: "When some team members talk about Tier 2 and Tier 3, they use the terms incorrectly. I'm not sure they understand what tiered interventions really are."

Practice:

Speaker 1: "The teachers aren't working on any proactive behaviors with the students. It's all about negative consequences."

Speaker 2: "I've started to question my own understanding! I thought differentiation was a Tier 1 practice, but some team members say it's not."

Coaches Make Choices:

Speaker: This team just doesn't get it! Every time we look at data, the team just talks about "these kids" and "these families."

Coach: "Tell me more about the data the team is looking at." **OR**
Coach: "Tell me more about why the kids in this division are so difficult."

Collaborative Communication Skills Bookmarks

EMPATHY

_____

CLARIFYING

Questions

What does…look like for you?

What do you mean by….?

Would you tell me a little bit about…?

Statements

Tell me more about…

Let's talk about what happens when…

Explain to me what you mean by…

_____

PARAPHRASING

So, what I think I'm hearing is…

Let me know if this sounds right…

Let me make sure I understand…

_____

SUMMARIZING

So, to pull things together…

Let me just summarize what's been said…

Here is where we are in our process…

Collaborative Communication Sort

Speaker: ""We are having a hard time with tier one expectations. We've been meeting several times a month and don't seem to be making progress. Our matrix development is going terribly. Everyone argues about what should be included. One team member keeps saying that we should just make a list of all the things kids do wrong and then decide how best to create consequences. I know we should be teaching positive behaviors but it's hard. The kids are very resistant to any of this as well. I'm constantly trying to reel them all in."

Can you tell me more about what you mean by tier one expectations?	You've had over a month already to do the matrix.	Why are you meeting several times a week?
I'm concerned that you aren't further along with your matrix. What exactly is happening with that?	Why don't you tell them to stop?	What do those meetings look like?
Do you think you are being effective at reeling them in?	Does the team member who wants to make the list always send their students to the office?	When you say the kids are resistant, what do you mean?
Are you also arguing?	Tell me more about the kids being resistant.	I think you need to attend the coaches training.
Let's talk about the arguing.	Tell me more about your matrix. What does it look like now?	Okay, so I think I hear you saying that meeting are challenging and there is some concern over an emphasis on negative behaviors. Is that correct?
Why is it hard to teach positive behaviors?	Who are the people arguing in the meetings?	
What negative behaviors do they want to list?	Let's talk about your progress.	That sounds very frustrating!

Example of Clarifying		Non-example of Clarifying
Takes conversation in a positive direction	Takes Conversation in a negative direction	

Reflective Communication Skills Tally Sheet

Communication Skill	Observation Tally	Example
Paraphrasing *Restating words – as specific as possible*		
Offering Empathy *Restating others' feelings about a situation*		
Clarifying Questions/Statements *A question/statement that is directly related to what has been said*		
Summarizing *Concise and specific wrap-up*		

Offering Information *Adding factual or research based information*		
Asking Potentially Relevant Questions *Questions that require adding new information to the conversation*		

(Adapted from Gravois et al., 2011)

Practice - Time to cross the red line! As you practice in triads, each person will have a role - coach, coachee, and observer. The coachee will use the scenario they wrote down earlier in the day. The coach should try to avoid using the "bottom two" skills - it's hard! Observer offers feedback to the coach by factually sharing what was observed including language used. Switch roles.

Reflective Communication Skills Tally Sheet

Communication Skill	Observation Tally	Example
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Offering Information *Adding factual or research based information*		
Asking Potentially Relevant Questions *Questions that require adding new information to the conversation*		

(Adapted from Gravois et al., 2011)

Moving forward:
- Refer to the Communication Skills Bookmark (pg. 12 in WB and in your materials folder)
- Identify a skill or belief you would like to grow and how you will monitor your progress.
- Identify others on your team(s) who would benefit from learning and practicing these skills. Make a plan for sharing.
- Watch for information about Systems Coaching 102.

Additional Resources:
- Indicators of Trust in Schools
- National Implementation and Research Network's Philosophical Principles of Systems Coaches (beginning of Practice Profile)
- NIRN Coaching Practice Profile 1-pager

Facilitator Core Competencies

	I. Skills and Knowledge	
Domain	**Element**	**1–5** **1 = low** **5 = high**
(A) Team Development and Facilitation	(1) I can engage colleagues in the development of a shared vision for our team.	
	(2) I can facilitate the creation of goals that are aligned to our school's or organization's goals.	
	(3) I use various strategies to ensure that all members are invested in our team's work and that all take responsibility for their part in it.	
	(4) I can design effective meeting agendas with clear and meaningful outcomes.	
	(5) I can facilitate meetings that stay focused and meet outcomes.	
	(6) I assess and support the will, skill, knowledge, and capacity of team members so that meetings are inclusive of all.	
	(7) I effectively develop and model norms and community agreements within meetings.	
	(8) I ensure there is a process to reflect on our holding of norms and community agreements.	
	(9) I intentionally work to develop trust within the team as well as between me and team members. I have various ways of intentionally developing and assessing levels of trust.	
	(10) I address the group's affective needs in meetings through structures such as a check-in, dyad, grounding, and intention setting.	
	(11) I use various structures and processes for collaboration.	
	12) I can facilitate healthy decision-making processes using a variety of strategies.	

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www.elenaaguilar.com

The Art of Coaching Teams, pages 299-301

2

	(13) I apply knowledge of team development theories to make decisions about meetings and processes.	
	(14) I apply knowledge of adult learning to design and lead learning activities.	
(B) Communication	(1) I use active listening effectively: I summarize and reflect back what's being said accurately.	
	(2) I use a range of questions to promote open discussion and clarify issues.	
	(3) I use structures to ensure equity of participation in meetings: I deal with disruptive or overly talkative group members and draw out quieter members of the group.	
	(4) I am aware of and can address dynamics of race, class, gender, and power in a group.	
	(5) I can confront difficult issues and have hard conversations.	
	(6) I can model language that encourages accountability and solutions instead of blame.	
	(7) I can address deficit thinking and actions by moving others to more productive, asset-focused language and action.	
	(8) I can support others in questioning beliefs and examining the intended and unintended consequences of beliefs and actions.	
(C) Conflict and Commitment	(1) I remain open and flexible to multiple options and points of view in order to challenge assumptions and beliefs.	
	(2) When there's unhealthy conflict, I seek to understand different perspectives, I acknowledge views from all sides, and then I have strategies to redirect the energy towards our shared ideals.	
	(3) I mediate, manage, and depersonalize unhealthy conflict between adults effectively.	
	(4) I encourage divergent thinking, multiple perspectives, and productive conflict about ideas.	
	(5) I intentionally develop peer-to-peer accountability.	
	(6) I hold others accountable for their actions.	

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The Art of Coaching Teams, pages 299-301

You can supplement your learning from today by reading the following chapters:

Chapter 1 - Refining a Vision (all about teaming)

Chapter 2 - Knowing Ourselves as Leaders

Chapter 10 - Orchestrating Meaningful Meetings

Chapter 11 - Setting the Stage for Artful Meetings

Consider who else might benefit from some of the skills you are learning. Many divisions have used The Art of Coaching Teams successfully as a book study with colleagues! Elena Aguilar also provides a wealth of resources at Brightmorningteam.com.
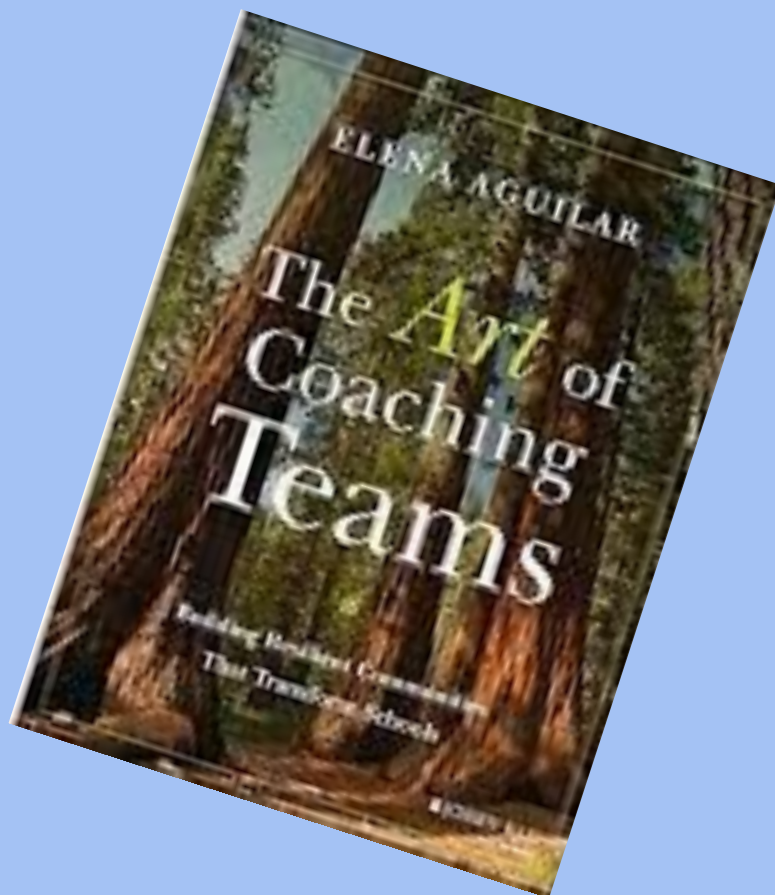
Engaging with the Book - The Art of Coaching Teams

1. On pages vii-x, you will find the table of contents. Scan the chapter titles. What chapters would support your goals as a team? As a systems coach?
2. Consider a book study with division and school coaches.
3. Consider using the tools in your coaching and professional learning events.
4. On pages 51-52, #8, "Reflect Regularly on Team Process," discuss how you are progressing monitoring division and school teams. How could you use the "Team Temperature Check" to assess the teams' temperature and improve team functioning? What would this look like?
5. Chapter 5, page 95, "Laying a Foundation for Trust," reviews the importance of norms with some ideas on setting norms. How can you improve communication and trust by creating and following norms as a team? (see examples on pg. 108)
6. Chapter 7, page 147, Cultivating Healthy Communication - Take a look at the activity as a group. How could you develop an activity or conversation using this tool to improve communication?
7. Where can you find more about emotional intelligence in this book? (hint: look on page 347)
8. Pick one emotional intelligence page(s) and share out. How can you apply the content to your coaching?

Coaching Institute References
[VTSS RIC Website](#)

Elena Aguilar: *The Art of Coaching Teams Building Resilient Communities that Transform Schools.* San Francisco, CA: Jossey-Bass, 2016.
Other Resources/Handouts for Coaching from www.elenaaguilar.com

National Implementation Research Network (NIRN): *Practice Profile for Coaching for Ai Hub Module 1.8. Available:*
https://implementation.fpg.unc.edu/resource/coaching-practice-profile/

National Implementation Research Network (NIRN): *Implementation Support Practitioner Profile,* November 2020. Available:
https://implementation.fpg.unc.edu/resource/implementation-support-practitioner-core-competencies/

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Steven Covey (2006). *The Speed of Trust:* The One Thing that Changes Everything. Free Press: New York.

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March, A. L., & Gaunt, B. T. (2013). Systems Coaching: A model for building capacity. Tampa, FL: University of South Florida, Florida's Multi-Tiered System of Supports Project. Retrieved from http://flpbs.fmhi.usf.edu/pdfs/SystemsCoaching.pdf

Jim Knight (2011). *Unmistakable Impact*: A Partnership Approach for Dramatically Improving Instruction. Corwin/Leaning Forward.

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Peter Block (1996). *Stewardship:* Choosing Service over Self Interest. Berrett-Koehler: San Francisco.

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Gickling, E. E., & Gravios, T. A. (2016), *Instructional Assessment*: An Essential Path for Guiding Reading Instruction. ICAT Publishing, LLC.