Coaching the Building Leadership Team: Practice Profile

The coaching function works to ensure implementation and fidelity while developing local implementation capacity.

- Ensuring implementation and fidelity means that educators and leadership team members acquire and improve the skills and abilities needed to implement the defined set of practices with fidelity. They can then generalize new and fragile skills to real world settings (classrooms, hallways, team meetings)

- Developing local implementation capacity means that educators and team members develop a conceptual understanding of the core elements of the practices and processes by focusing on the functions of key program features and develop the skills and ability to implement these core elements of the practices.

The purpose of this practice profile is to focus on the critical components of the coaching function and not on determining whether it would be best for each critical feature to be provided through an internal or external coach. The coaching functions will be supported by internal or external coaches based on the size of the individual district and the resources available within the district and ISD/RESA. The ISD/RESA Implementation Team will work in conjunction with the District Implementation Teams to determine the appropriate roles based on the available capacity.

The key features of the Multi-Tiered System of Support include:

- Universal screening

- Data-based decision making and problem solving

- Continuous progress monitoring, focus on successful student outcomes

- Continuum of evidence-based interventions

    o Core curriculum is provided for all students

    o Modification of this core is arranged for students who are identified as nonresponsive

    o Specialized and intensive curriculum for students with intensive needs)

- Focus on fidelity of implementation

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Effective Communication	▪ Coaches encourage, plan, and assist the Leadership Team to develop feedback loops between the Leadership Team and: • Central Office, and School Board • School Staff (including paraprofessionals, itinerants, specials teachers, substitutes, playground and lunch staff, etc…) • Students • School Workgroups focusing on	▪ Coaches encourage or require the Leadership Team to develop feedback loops between the Leadership Team and key stakeholders (see list to the left) without offering assistance in the planning process or providing feedback to the Leadership Team. ▪ Coaches scaffolds ("I do, we do, you do") supports provided to the building	▪ Coaches impose a system for feedback loops between the Leadership Team and key stakeholders that is dependent upon the coach to be functional and/or does not take into consideration the contextual fit with the	▪ Coaches overlook the need to ensure that the Leadership Team purposely establishes feedback loops with key stakeholders. Feedback loops occasionally occur as a specific need arises but are not firmly

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Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) is a Mandated Activities Project (MAP), funded under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education, Office of Special Education.

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	reading, behavior, school improvement, and supporting a multi-tier model of student support. • Parents and Community Members ▪ Coaches scaffolds ("I do, we do, you do") supports provided to the building principal and leadership when they are uncomfortable with or unsure how to communicate information with key stakeholders ▪ Coaches utilize a variety of methods (i.e., email, phone, in person) for communicating with and checking on status of implementation with the building principal and leadership team ▪ Coaches maintain timely communication (e.g. within 24-48 hours) to address informational needs, concerns and questions from the principal, building leadership team and staff as needed ▪ Coaches take time to purposefully develop positive, professional relationships with the building principal and leadership team members as they take on the functions of coaching the building leadership team ▪ Coaches elicit and are open to feedback from the principal and leadership team regarding types and level of supports being provided	principal and leadership when they are uncomfortable with or unsure how to communicate information with key stakeholders ▪ Coaches rely primarily on email and/or phone contact for communicating with and checking on status of implementation with the building principal and leadership team rather than personal or face-to-face contact ▪ Coaches maintain timely communication (within 48 hours) to address informational needs, concerns, and questions from the principal, building leadership team and staff as needed ▪ Coaches take time to purposefully develop positive, professional relationships with the building principal and leadership team members as they take on the functions of coaching the building leadership team ▪ Coaches are open to feedback from the principal and leadership team regarding types and level of supports being provided when initiated by the principal or building leadership team	school and district ▪ Coaches do not maintain timely communication or are unavailable to address informational needs, concerns, and questions from the principal, building leadership team and staff as needed ▪ Coaches model how to communicate information with key stakeholders but fail to provide additional supports to ensure capacity building with the leadership team and principal when they are unsure how to communicate information to key stakeholders ▪ Coaches do not take time to purposefully develop positive, professional relationships with the building principal and leadership team members as they take on the functions of	established or maintained and may not include all key stakeholders ▪ Coaches take the primary responsibility for communicating information with key stakeholders and disregards the need to build capacity with the building leadership team and the principal ▪ Coaches fail to demonstrate communication skills in a professional manner ▪ Coaches ignore or openly disagree with feedback from the principal and leadership team regarding the types and level of supports being provided

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			coaching the building leadership team	

Organization	▪ Coaches assist in establishing effective team functioning by planning, assisting, and encouraging the team to:
	  ▪ Develop a meeting schedule for each school year that includes at least monthly meetings
	  ▪ Establish and utilize team meeting norms
	  ▪ Clearly define roles and responsibilities for team meetings
	  ▪ Utilize an action plan as part of the meeting process
	
	▪ Coaches scaffold supports ("I do, we do, you do") for preparing for various meetings (e.g., building leadership team meetings, grade level team meetings, staff meetings), as needed, including: Preparing and distributing meeting agendas and other needed materials
	  ▪ Accessing, organizing and analyzing data (program quality/fidelity and student outcome)
	  ▪ Reviewing action plans and items for follow up
	  ▪ Meeting with principal or individual leadership team members to prepare for upcoming meetings, as needed
	
	▪ Coaches scaffold supports ("I do, we do, you do") during various meetings (e.g.,
		▪ Coaches assist in establishing effective team functioning by planning, assisting, and encouraging the team to:
		  ▪ Develop a meeting schedule for each school year that includes at least monthly meetings
		  ▪ Establish and utilize team meeting norms
		  ▪ Clearly define roles and responsibilities for team meetings
		  ▪ Utilize an action plan as part of the meeting process
		
		▪ Coaches scaffold supports ("I do, we do, you do") for preparing for various meetings (e.g., building leadership team meetings, grade level team meetings, staff meetings), as needed, including:
		  ▪ Preparing and distributing meeting agendas and other needed materials
		  ▪ Accessing, organizing and analyzing data (program quality/fidelity and student outcome)
		  ▪ Reviewing assignments from training days, action plans and items for follow up
		  ▪ Meeting with principal or individual leadership team members to prepare for upcoming meetings, as needed
		
		▪ Coaches scaffold supports ("I do, we do,
			▪ Coaches impose a plan for effective team functioning without team input and/or taking into consideration the contextual fit with school and/or district
			
			▪ Coaches model how to prepare for various meetings but fail to provide additional supports to ensure capacity building with the leadership team and principal when the team is unable to adequately prepare for meetings on their own
			
			▪ Coaches model how to run an effective meeting but fail to provide additional supports to ensure capacity building with the leadership team and principal when the team demonstrates a need for additional support
			
			▪ Coaches fails to provide
				▪ Coaches do not address the need for establishing effective team functioning
				
				▪ Coaches take on the responsibilities for preparing for various meetings without any input or support from the principal or building leadership team members
				
				▪ Coaches take on multiple roles during meetings (i.e., facilitator, data analyst, etc.) without a plan for developing capacity of individual leadership team members and allowing team to develop dependency on the coach
				
				▪ Coaches fail to model effective meeting practices
				
				▪ Coaches interactions

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	building leadership team meetings, grade level team meetings, staff meetings) based on the need of the team members to ensure that the focus of the meetings is problem solving and action planning ▪ Coaches provide specific performance feedback (e.g., "glows and grows") with a ratio of 4:1 to the building leadership team and/or individuals after various meetings with the goal of assisting in the refinement of the team meeting process ▪ Coaches plan, assist and encourage team to establish a system for organizing data (program quality/fidelity and student outcome) in a meaningful way that is easily accessible in a timely manner for problem solving and action planning ▪ Coaches prompt and assist as needed, follow up to assignments from training days, action items, and implementation plans ▪ Coaches prompt and assist with the creation of documents, policies and products that will support durable implementation beyond any one individual's efforts	you do") during various meetings (e.g., building leadership team meetings, grade level team meetings, staff meetings) based on the need of the team members to ensure that the focus of the meetings is problem solving and action planning ▪ Coaches provide general feedback to the building leadership team and/or individuals after various meetings ▪ Coaches encourages team to establish a system for organizing data (program quality/fidelity and student outcome) in a meaningful way that is easily accessible in a timely manner for problem solving and action planning ▪ Coaches prompt follow up to assignments from training days, action items and implementation plans ▪ Coaches prompt and assist with the creation of documents, policies and products that will support durable implementation beyond any one individual's efforts	feedback to the building leadership team and/or individuals ▪ Coaches suggest an elaborate system for organizing data that is difficult to manage and/or prevents data from being available in a timely manner for problem solving and action planning ▪ Coaches encourage the use of action plans but overlooks the need to follow up on the status of previous action plans ▪ Coaches fail to address the need for institutional memory through the creation of documents, policies and products to support implementation efforts	with the team are focused more on what has yet to be accomplished, lack of progress (as demonstrated by data), and other negative feedback rather than looking for celebrations and helping to shape problem solving conversations. ▪ Coaches neglect to address the importance of data in the problem-solving process or permits problem solving to take place without the use of data guiding the decision making ▪ Coaches neglect to address the importance of action planning during the meeting process or fails to prompt documenting the action plan being discussed ▪ Coaches allow the

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				implementation efforts to be driven by a specific individual or individuals in such a way that if the individual(s) were to leave, implementation would not sustain
Technical Assistance	▪ Coaches are aware of what stage or stages of implementation a building's implementation is in and provide appropriate guidance, prompts, and supports to the building principal and leadership team to move the building's implementation forward while purposefully building the skills of the principal and leadership team members to allow for the gradual release of responsibilities to the principal and leadership team members ▪ Coaches scaffold supports ("I do, we do, you do") to assist the team in getting started and staying on track, as needed, related to the data, systems, and practice for implementing a Multi Tiered System of Supports (MTSS) framework ▪ Coaches assist with, as needed, the use of practice profiles and program quality/fidelity data to communicate critical features of implementation that are urgent and a priority based on student outcome data and translate into specific action items or implementation plans	▪ Coaches are aware of what stage or stages of implementation a building's implementation is in and provide appropriate guidance, prompts, and supports to the building principal and leadership team to move the building's implementation forward but is not systematically and intentionally addressing skill building for the principal and leadership team members ▪ Coaches scaffold supports ("I do, we do, you do") to assist the team in getting started and staying on track, as needed, related to the data, systems, and practice for implementing a Multi Tiered System of Supports (MTSS) framework ▪ Coaches assist with, as needed, the use of program quality/fidelity data to communicate critical features of implementation that are urgent and a priority based on student outcome data and translate into specific action items or implementation plans ▪ Coaches provide occasional consultation, support or feedback to the principal as	▪ Coaches are unaware of which stage or stages of implementation a building's implementation is in but are unable to provide appropriate guidance, prompts and supports to move the building forward ▪ Coaches model how to get the team started and stay on track related to data, systems, and practices for implementing a Multi Tiered System of Supports framework but fail to provide additional supports to ensure capacity building with the leadership team when they demonstrate a need ▪ Coaches use program quality/fidelity data to	▪ Coaches do not consider the stages of implementation and implementation science in planning for and supporting a building team in moving forward with implementation. ▪ Coaches take on the primary responsibility for getting the team started and staying on track related to data, systems, and practices for implementing a Multi Tiered System of Supports framework and disregard the need to build capacity with the building leadership team and principal ▪ Coaches do not prompt or assist with the use of program

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	▪ Coaches identify and address performance problems regarding implementation of the identified practices with fidelity (e.g., identifying necessary resources, additional training, classroom coaching, etc.)
	
	▪ Coaches provide ongoing consultation, support, and feedback to the principal as s/he purposefully provides differentiated support for staff who perceive the change as first order (aligns with their current beliefs) or second order (conflicts with beliefs)
	
	▪ Coaches provide ongoing consultation, support, and feedback to the principal as s/he works to deepen her/his personal knowledge of MTSS
	
	▪ Coaches are able to provide resources (e.g., research articles, materials, examples) to building principal and/or leadership team members to support the deepening of knowledge and implementation of MTSS
	
	▪ Coaches provide support, as needed, to leadership team and building principal in their demonstration of practices with fidelity
	
	▪ Coaches provide supports, as needed, to the principal and leadership team to:
		s/he purposefully provides differentiated support for staff who perceive the change as first order or second order
		
		▪ Coaches provide occasional consultation, support or feedback to the principal as s/he works to deepen her/his personal knowledge of MTSS
		
		▪ Coaches are able to connect building principal and/or leadership team members to Technical Assistance Partner (TAP) who can provide resources to support deepening of knowledge and implementation of MTSS until the coach is able to deepen her/his personal knowledge and access those resources independently
		
		▪ Coaches provide support, as needed, to leadership team and building principal in their demonstration of practices with fidelity
		
		▪ Coaches take on primary role and provide supports, as needed (to build capacity) to the principal and leadership team to:
		  ▪ Develop a process to ensure data are accurate and collected in the designated time frame
		  ▪ Accurately enter data into the data system for timely analysis and use
		  ▪ Apply the steps of the problem-solving process at multiple levels
			communicate critical features of implementation that are urgent and a priority based on student outcome data but allows the team to fail in translating this information into specific action items or implementation plans.
			
			▪ Coaches are unable to provide consultation, support or feedback to the principal as s/he works to deepen her/his personal knowledge of MTSS.
			
			▪ Coaches are unable to provide resources to the building principal and/or leadership team members to support the deepening of their knowledge and implementation of MTSS.
			
			▪ Coaches are unable to provide resources for team to ensure that principal and leadership team are collecting, entering, and analyzing
				quality/fidelity data and student outcome data in action planning.
				
				▪ Coaches provide resources that conflict with the research-base supporting MTSS implementation without the intent of using the resource to help the principal or leadership team members be able to respond fluently to questions and concerns raised by resistant staff
				
				▪ Coaches take on the primary responsibilities to complete the following without any plans for developing capacity among the building leadership team and/or staff:
				  ▪ Develop a process to ensure data are accurate and collected in the designated time frame
				  ▪ Accurately enter data into the data

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	▪ Develop a process to ensure data are accurate and collected in the designated time frame ▪ Accurately enter data into the data system for timely analysis and use ▪ Apply the steps of the problem-solving process at multiple levels		data in a timely fashion for problem solving.	system for timely analysis and use ▪ Apply the steps of the problem-solving process at multiple levels
Reinforcement of leadership team and school faculty	▪ Coaches provide intermittent celebrations as the principal and leadership team based on accomplishing action items as well as based on student outcome and/or program quality/fidelity data ▪ Coaches recognize and communicate that changes in staff behavior will come prior to changes in student outcomes and celebrate these changes ▪ Coaches encourage the team to use celebration worksheets to identify accomplishments and plan for celebrations with the entire staff, students, and/or families and school community ▪ Coaches provide specific, descriptive feedback that is contingent on progress towards goals and other successes, while maintaining a 4:1 ratio of positive acknowledgements to suggestions for improvement ▪ Coaches use positive reinforcement, acknowledgment and celebrations to shape the behavior of the principal,	▪ Coaches provide an annual celebration with the principal and leadership team related to accomplishing action items and/or based on student outcome or program quality/fidelity data ▪ Coaches recognize and communicate that changes in staff behavior will come prior to changes in student outcomes ▪ Coaches encourage the team to use celebration worksheets to identify accomplishments and plan for celebrations with the entire staff, students, and/or families and school community ▪ Coaches provide specific, descriptive feedback that is contingent on progress towards goals and other successes, while maintaining a 3:1 ratio of positive acknowledgements to suggestions for improvement	▪ Coaches do not plan for celebrations with the principal and leadership team related to accomplishments ▪ Coaches understand but fail to communicate that changes in staff behavior will come prior to changes in student outcomes ▪ Coaches provide feedback that is too generic (versus specific and descriptive) and maintain a ratio of 2:1 or 1:1 positive acknowledgements to suggestions for improvement	▪ Coaches do not understand that changes in staff behavior will come prior to changes in student outcomes ▪ Coaches have a ratio of interactions negatively skewed by focusing more on suggestions for improvement than positive acknowledgements

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	leadership team members, and school staff in moving towards the "gold standards" for implementation of MTSS			
Participate in leadership team activities	▪ Attends every building leadership team training in its entirety with the building leadership team ▪ Attends all scheduled building leadership team meetings ▪ Actively participates during trainings and leadership team meetings ▪ Provides support to building leadership team, as needed, to ensure that the necessary data and materials for training are brought to trainings while developing internal capacity among leadership team members to take on this responsibility ▪ Supports the system for following up on action items from training and team meetings established by the building principal	▪ Attends every building leadership team training in its entirety ▪ Attends most scheduled building leadership team meetings and ensures that information from any meeting missed is reviewed and acted upon in a timely manner ▪ Works towards developing fluency for skills needed during trainings and leadership team meetings ▪ Provides support to building leadership team to ensure that the necessary data and materials for training are brought to trainings while developing internal capacity among leadership team members to take on this responsibility ▪ Establishes a system for following up on action items from training and team meetings	▪ Attends some of the building leadership team trainings or is consistently late or leaving early ▪ Fails to model appropriate active participation in team trainings and/or meetings (e.g., holding side bar conversations, returning emails, repeated phone calls in the hallway) ▪ Participates in building leadership team trainings and/or meetings where data is not present for required activities	▪ Fails to attend building leadership team trainings ▪ Provides conflicting information during team trainings which results in confusion or impacts implementation fidelity ▪ Does not participate on the building leadership team ▪ Allows the team to not follow up on action items from training and team meetings ▪ Disregards the Leadership Team's agenda and derails the meeting process by attempting to address or discuss topics not directly related to the agenda

Coaching the Building Leadership Team: Practice Profile

MiBLSi

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Deepen personal knowledge of MTSS	▪ Resources selected to deepen knowledge align with the key features of MTSS ▪ Issues, questions, or concerns that the principal, leadership team members, or staff might raise about the key features and corresponding practices of MTSS are anticipated ▪ Learning (books, conversations with knowledgeable colleagues) must proactively include topics and/or issues raised by a resistant principal, leadership team members, or staff in order to respond fluently to the questions and concerns in an appropriate and timely manner	▪ Resources selected to deepen knowledge align with the key features of MTSS ▪ Learning (books, conversations with knowledgeable colleagues) includes topics and/or issues as they are raised by resistant staff in order to respond to the questions and concerns in an appropriate but reactive manner	▪ Failure to deepen knowledge around the key features of MTSS outside of the information obtained during training	▪ Resources selected to deepen knowledge do not align with the key features of MTSS ▪ Failure or refusal to deepen knowledge around the key features of MTSS

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