5H – “Building Coaching Through Intentional Capacity Building”

Presenters:
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Amy Henry, Ottawa Intermediate School District
Jennifer Rollenhagen, West Shore Educational Service District

- **Topic:** Coaching
- **Keywords:** Systems Alignment
BUILDING COACHING THROUGH INTENTIONAL CAPACITY BUILDING

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JODIE SORACCO, PHD, BCBA, LBA(VA)
OBJECTIVES

01 Find clarity on what the role of coaching looks like in respective contexts

02 Identify transactional, transformational, and educational coaching skills relevant to respective contexts

03 Explore ways to build consistency among coaches supporting change in respective contexts
Audience Q&A Session

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DEFINITIONS
Each country, state, or district may have their own definition of coaching. However, all of these definitions are rooted in the same idea that coaching is the “conversational activity that aims to support people to learn and develop.”
The process by which trained skills or practices are brought under stimulus control in natural settings. Coaching shapes use of a learned skill and guides improved precision, fluency, and contextual adaptation while maintaining integrity to the practice.
Providing “dynamic support and facilitation to develop the capacity of school or district teams to implement [a multi-tiered system of support]”

(March and Gaunt 2013, p. 4)

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.
A coach supports the growth and professional learning of an organization and its stakeholders. A coach models and facilitates best practices to achieve desired outcomes while providing feedback. A coach possesses specialized knowledge and skills that builds capacity of an organization. A coach develops rapport while objectively analyzing systems, infrastructure, and individuals who sustain continuous improvement.
LEVELS OF COACHING

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Effectively scaling-up innovations (EBPs) require alignment from the classroom to the capital.
**Systems & Practitioner Levels**

**Systems Level**

Coaching to develop the capacity to effectively use or support the use of an effective innovation (e.g., program, practice, framework) to enhance student outcomes

**Primary coaching recipient:** implementation teams (e.g., District, School)

**Example:** Supporting the school leadership team in the development and use of PBIS, ISF, MTSS

**Practitioner Level**

“Content/practice-level coaching” to help teachers improve instruction in an area using a particular strategy, practice, or program to improve student outcomes

**Primary coaching recipients:** individual staff or students (e.g., teachers, direct service providers)

**Example:** Supporting teachers in use of a social-emotional-behavioral intervention program

MiMTSS Technical Assistance Center
COACHING CHANGE IN EDUCATIONAL CONTEXT

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Transactional coaching is focused on actions. It’s about performance.

- Change or adaptations to practices, instruction, or learning new strategies
- Changes in team operating procedures & data informed decision making
- Important, but may not reflect deeper change
Adaptive change...More likely to occur after technical change as a result of experiencing successes and seeing the potential for equitable outcomes through the use of effective strategies (Guskey, 1986)
Altering your status quo

- **Stress/Panic**: you are more likely to shut down than learn or grow.

- **Stretching**: you have an opportunity to learn and grow!

- **Comfortable**: little opportunity to grow or learn. Your status quo.
TURN & TALK

With those sitting around you (groups of 2, 3, or 4), discuss examples of technical and adaptive challenges you have experienced in your work as an educator.

- What was the challenge?
- How did (could) coaching support effective technical or adaptive change?
Key Quotes

- “One of the biggest leadership mistakes is treating an adaptive challenge as a technical one.”

- “...people do not resist change. Instead, they resist loss which can come in many forms…”

- “Start imagining the fears, what is at stake for people…”

- “…narrate and anchor people on what is staying the same (continuity) and what needs to change.”

“The changes required will be not only in our organizations but in ourselves as well.

...Only by changing how we think, can we change policies and practices.

...Only by changing how we interact can shared vision, shared understandings and new capacities for coordinated action be established.”

Senge, P. M. (1990) The Fifth Discipline
Both lead to a change in student outcomes

(Leverson, Smith, Rose, McIntosh, Rose, & Pinkelman, 2021)
OUR PROJECTS
GOALS

Improve Division Systems & Build Local Capacity

Improve PreK-12 classroom & school Systems & Practices

Improve Student Outcomes
As Coaches, we embody trust, equity, sustainability, and skillfulness.

<table>
<thead>
<tr>
<th>Overall (O)</th>
<th>Coaching (C)</th>
<th>Training (T)</th>
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<tbody>
<tr>
<td><strong>Responsible</strong></td>
<td>1. Attend meetings and coach trainings</td>
<td>1. Attend site-team meetings (data-driven)</td>
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<td>2. Self-monitor tasks and completion</td>
<td>2. Collect relevant artifacts from teams</td>
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<td>3. Engage in intentional dissemination</td>
<td>3. Facilitate the establishment of data collection systems</td>
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<td>4. Consultation notes completed</td>
<td>4. Consultation notes completed</td>
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<tr>
<td><strong>Data-Driven</strong></td>
<td>4. Facilitate and use communication loops to ensure reports and data are delivered to the SEA, LEA, and school sites in a timely manner</td>
<td>5. Use TFI/companion guides to collect data and drive action planning</td>
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<td></td>
<td>5. Use data to allocate time and resources</td>
<td>6. Use various data sources for assessment, planning, and reporting</td>
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<td><strong>Professional</strong></td>
<td>6. Assist LEA and schools to build capacity for sustained implementation (redefine your role over time)</td>
<td>7. Promote the use of a problem-solving process utilizing data</td>
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<td>7. Read professional literature/MTSS content and/or attend webinars or training events at a minimum of 30 min/week</td>
<td>3. Collect evaluations on all formal presentations</td>
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<td>8. Engage in professional and ethical standards (see Coaches Code)</td>
<td>4. Review &amp; reflect on feedback (e.g., from participants, SEA coach, LEA administrators)</td>
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<td>5. Engage in effective training techniques (e.g., adult learning, high-quality PD, etc.) while presenting</td>
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<td>6. Bonus: Present on MTSS/PBIS at SEA, LEA, and national forums</td>
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</table>
## As Coaches we embody trust, equity, sustainability, and skillfulness

<table>
<thead>
<tr>
<th>Coach Expectations</th>
<th>Associated Values</th>
<th>Evidence / Examples</th>
<th>Red</th>
<th>Yellow</th>
<th>Green</th>
<th>Rating</th>
<th>Professional Growth Plan</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 1 Communicates effectively in multiple contexts with multiple stakeholders | Trust: consistent follow through, appropriate level of confidentiality  
Equity: promotes equity of voice  
Sustainability: models adherence to designated communication loops/protocols to establish long-term processes and procedures (e.g., documentation)  
Skillfulness: uses skills that facilitate communication bi-directly with all types of stakeholders, colleagues, etc. | - Facilitate a process to support communication loops with partners and LEA stakeholders  
- Planning meeting notes  
- Agenda minutes, meeting reflection notes  
- E-mail correspondence (return emails/calls within 2 days) | Communication is not clear, timely  
OR  
Stakeholders communicate or demonstrate ineffectiveness and request further data clarification | Communication is clear and timely  
HOWEVER  
Stakeholders communicate or demonstrate ineffectiveness OR request further data clarification | Communication is clear, timely and stakeholders report that it is effective  
AND  
There are minimal misinterpretations and questions requiring clarification | | |
| 2 Uses data to allocate time and resources | Trust: reliably attends meetings  
Equity: allocates time based on data indicated need  
Sustainability: adjusts coaching/feedback as indicated by data  
Skillfulness: organizational skills, time management | - Attend Implementation, PLC, workgroup/team, and project meetings  
- Professional Calendar  
- Agenda (DST, SST)  
- Pre-meeting notes  
- Post-meeting meeting notes | Evidenced less than 2 weeks (50%) of time across targeted expectations | Evidenced 2/4 weeks (50%) of time across targeted expectations | Evidenced at least 3/4 weeks (75% or greater) and activities are distributed across the matrix | | |
| 3 Self-monitors tasks assigned and completion | Trust: follows through on commitments; dependable  
Skillfulness: organizational skills, time management | - Completed Blue Sheets/Event Log bi-weekly  
- Respond to weekly prompt & reflection log  
- Reports and data are delivered to the state on or before due date (Mid-year data collection; TFI scores; End of year data collection)  
- University Team Division updates | Less than 50% of targeted tasks are completed  
AND (when applicable) Data for less than 80% of teams submitted on time | 50-79% of targeted tasks are completed  
AND (when applicable) Data for all teams submitted late (within 1 week)  
80%-99% targeted tasks are completed  
AND (when applicable) Data for all teams submitted on time in relevant months | | | |
| 4 Engages in professional and ethical standards | Trust: acts with integrity to positively reflect self, VTSS, & VDOE  
Skillfulness: engages in a process of reflection that promotes growth (see Coaches’ Code) | - Engage in professional and ethical standards, i.e. Coaches’ Code  
- Seek assistance / enhance knowledge and build fluency  
- Seek and apply feedback for self-improvement | Unable to provide an example of adherence to the ethical standards or NINR Practice Profile, or had a violation of ethical standards | Provides 1 example of adherence to the ethical standards or NINR Practice Profile | Provides 2 examples of instances of adherence to the ethical standards or where the NINR Practice Profile was used in coaching, training, or presentations | | |
| 5 Demonstrates Social Emotional Skills to cultivate and preserve a coaching context | Trust: demonstrates social awareness to promote respect, and acts in ways that convey a sense of safety to those we partner with  
Equity: displays the SEL competencies (Social awareness, self awareness, and Relationship skills) to notice and affirm the various individual and group identities and cultural dynamics present to support the creation of inclusive, enabling work environments  
Skillfulness: actively monitors and applies skills to promote emotional intelligence | - Regulate and monitor emotional state and how that could impact others  
- Create and cultivate an enabling context within coaching partnerships and colleagues  
- Expect, attend to and mitigate resistance to change  
- Engage in practices or routines to support stress management and transitions to and from work environment | Unable to provide an example for this month | Provides at least 1 example for this month | Provides at least 2 examples for this month | | |
COACHES CODE

1.0 CONDUCT
Coaches uphold high standards of professional behavior at all times.

- 1.01 Reliance on Scientific Knowledge
  Coaches rely on scientific research when making professional judgments and when performing professional duties.

- 1.02 Competence
  a) Coaches provide services within the boundaries of their competence, based on their education, training, and professional experience.
  b) Coaches undertake ongoing efforts to develop and maintain competence within the areas of MTSS implementation and related practices (PBIS, RTI, SEL, etc.)

- 1.03 Professional Development
  Coaches regularly read current research and publications on MTSS, related practices, other project-specific work, and attend conferences and workshops if applicable, to maintain competency in their field.

- 1.04 Integrity
  a) Coaches are truthful and honest. They follow through with professional obligations and commitments that produce high-quality work. Coaches will only make commitments that she/he may reasonably keep.
  b) Coaches act and work in a lawful and moral way.
  c) Coaches are aware of and respect cultural, individual, and community diversity within schools.

2.0 RESPONSIBILITY TO THE CLIENT
The coach maintains the best interest of clients.

- 2.01 Definition of Client
  The term “client” refers to whomever the coach provides services, whether an individual student or staff member at a school or entity such as a school or district.

- 2.02 Accepting Consultations
  Coaches acknowledge and respond to requests for assistance from schools and divisions in an appropriate and supportive manner as defined within the roles/responsibilities of a systems coaches work and within a timely fashion.

- 2.03 Responsibility
  The coach’s responsibility is to all parties involved.

- 2.04 Consultations
  When necessary, the coach will cooperate and collaborate with other professionals to provide the most appropriate and effective service to their clients.

- 2.05 Maintaining Confidentiality

Adapted from Nevada PBIS Technical Assistance Center: Coaches Code
TRANSACTIONAL TO TRANSFORMATIONAL

- Coach for sustainability - redefine your role over time
- Engage in ongoing Professional learning
- Self-monitor tasks, organizational skills, & time management
- Develop feedback processes for reflection
- Communicate effectively across contexts
- Promote psychological flexibility
- Use data to allocate time & resources

Diagram:
- Partner Engagement
- Funding and Alignment
- Policy
- Workforce Capacity

Leadership Teaming
Implementation Functions
- Training
- Coaching
- Evaluation

Local Implementation Demonstrations
COACHING EXPECTATIONS

In addition to the coaching definition, coaches are expected to:

- understand how to engage adults in learning
- engage individuals or teams and build collaborative relationships
- be a part of initiatives focused on desired outcomes
- be supported by the organization and administrators.
- engage in their own ongoing professional learning
- be open to giving and receiving feedback for refining their coaching skills
- participate in or collaborate with members of leadership teams
- support the use of data-driven decision making
- provide feedback for growth (not for formal evaluation of an individual)

- Technical Assistance
- MiBLSi
- Literacy Coaches
- Title I and 31a Funded
- Office of Educator Excellence Connection
- Head Start Early Head Start
- Formative Assessment
- GSRP
- OMTSS
- Home Visiting
- Early On Gratiot-Isabella ESD
- Library Science Technology ACT
- Team Nutrition Grant
- Center for Disease Control and Prevention
- Partnership Districts
- Title Ia Funds Built on Coaching
- Great Start Collaboratives /Great Start Parent Collaborations
- English Learner
- GS2Q-Quality Improvement Consultants
- Other
- CTE Technical Assistance
MICHIGAN - OTTAWA AREA INTERMEDIATE SCHOOL DISTRICT (OAISD)
Setting the Stage for Coaching

People will forget what you said. People will forget what you did. But people will never forget how you made them feel.

Maya Angelou
# Instructional Services Personas

**LEARNER** | **PARTNER** | **COACH** | **GUIDE**
--- | --- | --- | ---
Inquisitive | Judgemental | Collaborative | Works in a “Silo” | Active Listening | Primarily Talking | Has Expertise | The “Expert”
Appreciative | Deficit Focused | Consults | “Me” Focused | Facilitates Thinking | Tells | Leads | Directs
Flexible | Rigid | Communicates | Keeps Info | Continuously Supportive | One and Done | Anticipates | Reacts
Seeks Feedback | Assumes | Responsive | Unresponsive | Primarily with the “Team” | Primarily with Others | Provides Feedback | Corrects

*Ottawa Area ISD. Learn. Serve. Lead.*

*QR Code*
INSTRUCTIONAL SERVICES PERSONAS

OUR PERSONAS
(OUR BRAND: What we are known for and how we operate and behave)

LEARNER

PARTNER

COACH

GUIDE

Formation of Relationship

Developed Relationship
DILTS DOMAINS OF INFLUENCE FOR INSTRUCTIONAL SERVICES

- Skills/Behaviors
- Capabilities
- Beliefs/Values
- Identity

Feedback:
- System Support
- Implementation Support
- Evidence Collection

"Know your intentions and choose congruent behaviors."

Coach Facilitate Present

Purpose:
- I.S. Purpose
- Team Purpose

Ottawa Area ISD
OAISD MTSS TEAM

Current Structure/Model
- Project AWARE Grant
- Interconnected Systems Framework
- Formal Partnership Districts
- Readiness Partnership Districts
- Universal Supports

Key Activities
- Training
- Coaching
- Technical Assistance
COACHING MODEL

OAISD MTSS Team

Local District MTSS Coordinator

School MTSS Coach

School MTSS Coach

School MTSS Coach

School MTSS Coach
MICHIGAN -
WEST SHORE EDUCATIONAL SERVICE DISTRICT

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State Systems Fidelity Inventory - Regional ISF Leadership Team

State Systems Fidelity Inventory - Regional Leadership Team

- 2021
- 2023

Leadership Team:
- 2021: 60
- 2023: 60

Stakeholder Engagement:
- 2021: 0
- 2023: 50

Funding & Alignment:
- 2021: 13
- 2023: 25

Policy:
- 2021: 33
- 2023: 17

Workforce Capacity:
- 2021: 0
- 2023: 0

Training:
- 2021: 0
- 2023: 57

Coaching:
- 2021: 0
- 2023: 40

Evaluation:
- 2021: 8
- 2023: 25

Local Implementation:
- 2021: 0
- 2023: 17

Overall:
- 2021: 23
- 2023: 38
## Regional Capacity Assessment Data - West Shore ESD

<table>
<thead>
<tr>
<th>Competency</th>
<th>33% 6/18</th>
<th>39% 7/18</th>
<th>39% 7/18</th>
<th>28% 5/18</th>
<th>50% 9/18</th>
<th>50% 9/18</th>
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<tbody>
<tr>
<td>3 The Regional Education Agency (REA) uses a process for selecting staff (internal and/or external) who support implementation capacity efforts</td>
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<td><strong>Notes:</strong> Action item - HR interview question</td>
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<td>4 Regional staff who support implementation have a plan to continuously strengthen skills</td>
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<td>8 RIT utilizes a process to operationalize EIs</td>
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<td><strong>Notes:</strong> missing some of the components in #2 criteria</td>
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<td>13 REA has a coaching system to support districts in developing implementation capacity</td>
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<td>0</td>
<td>0</td>
<td>1</td>
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<td><strong>Notes:</strong> Pull criteria from 2 criteria to look at building out the coaching model.</td>
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<td>14 RIT uses a coaching service delivery plan to support district implementation teams</td>
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<td>16 RIT secures training for district/building staff</td>
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<td><strong>Notes:</strong></td>
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<td>17 RIT supports districts in the use of fidelity measures</td>
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<td>2</td>
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<td><strong>Notes:</strong></td>
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<td>23 RIT uses training effectiveness data</td>
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<td><strong>Notes:</strong> Updated the questions</td>
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<td>24 RIT uses coaching effectiveness data</td>
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Printed on: 10/10/2023
<table>
<thead>
<tr>
<th>Professional Learning</th>
<th>Literacy Coaching</th>
<th>Literacy Leadership</th>
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<tr>
<td><strong>YEAR ONE</strong></td>
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<td>Essential Focus TBD</td>
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<td><strong>YEAR TWO</strong></td>
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<td>Essential Focus TBD</td>
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<td><strong>YEAR THREE+</strong></td>
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<td>Essential Focus TBD</td>
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<td><strong>Professional Learning</strong></td>
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<tr>
<td>Approximately 18-22 Days</td>
<td>K-3 Essential Practices Institute (3)</td>
<td>Co Facilitate Literacy Leadership Team Meetings 1hr. X 6 = 1 Day</td>
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<td>Advanced Coaching Institute (3)</td>
<td>Co Facilitate Literacy Leadership Team Meetings 1hr. X 6 = 1 Day</td>
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<td>Coaching Quarterly Meetings (4)</td>
<td>Co Facilitate Literacy Leadership Team Meetings 1hr. X 6 = 1 Day</td>
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<td>Coaching Essentials Modules (Asynchronous - 2)</td>
<td>Co Facilitate Literacy Leadership Team Meetings 1hr. X 6 = 1 Day</td>
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<td>K-3 Essentials Modules (Asynchronous - 5)</td>
<td>Co Facilitate Literacy Leadership Team Meetings 1hr. X 6 = 1 Day</td>
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<td></td>
<td>WSES Monthly Coaching Check-ins (Individual) 1hr. x 6 = 1 Day</td>
<td>Co Facilitate Literacy Leadership Team Meetings 1hr. X 6 = 1 Day</td>
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<td><strong>Literacy Coaching</strong></td>
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<tr>
<td>Approximately 3-12 Days</td>
<td>Modeling, Coplanning, Conferencing, Observing, Assessment Literacy (Time includes: Planning &amp; Preparation)</td>
<td>Literacy Leadership Team Facilitation (6) 1hr. X 6 = 1 Day (Including Planning &amp; Preparation)</td>
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<td><strong>Literacy Leadership</strong></td>
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<tr>
<td>Approximately 1-10 Days</td>
<td>Co Facilitate Literacy Leadership Team Meetings 1hr. X 6 = 1 Day</td>
<td>Co Facilitate Professional Learning TBD (Including Planning &amp; Preparation)</td>
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## Professional Learning Plan for Math Coach

<table>
<thead>
<tr>
<th>Content</th>
<th>Format</th>
<th>Support</th>
</tr>
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<tbody>
<tr>
<td>What professional learning might support the math coach?</td>
<td>How and when might this learning happen?</td>
<td>What support might be needed from the coaching coordinator at WSESD?</td>
</tr>
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### Math Coaching

<table>
<thead>
<tr>
<th>Modes</th>
<th>Audience</th>
<th>Format</th>
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<tbody>
<tr>
<td>What coaching services might you provide around the focus area?</td>
<td>Who might be the focus of your coaching support?</td>
<td>How will coaching be provided? (1:1, Grade Levels, learning labs, etc.)</td>
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<tr>
<td>□ Modeling</td>
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<td>□ Team-teaching</td>
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<td>□ Co-planning</td>
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<tr>
<td>□ Conferencing</td>
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<tr>
<td>□ Observing (Cognitive Coaching: Planning, Observation, Reflecting)</td>
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<tr>
<td>□ Assessment Support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Data Analysis Support</td>
<td></td>
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<tr>
<td>□ Other</td>
<td></td>
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</tr>
</tbody>
</table>

### Math Leadership

<table>
<thead>
<tr>
<th>Content</th>
<th>Purpose</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Leadership</td>
<td>What might be the focus of the Leadership Team’s Work?</td>
<td>Who needs to be on this team? How and when might the team meet to move the work forward? (Dates/Times)</td>
</tr>
<tr>
<td>Team Meetings Facilitation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Facilitating/Co-facilitate Math Leadership Team Meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Coordinate a plan of support around the building focus area</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Math Professional Learning for the Building

<table>
<thead>
<tr>
<th>Content</th>
<th>Audience</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Professional Learning for the Building</td>
<td>Who should attend this professional learning?</td>
<td>How and when might this PL be offered? (Dates/Times)</td>
</tr>
<tr>
<td>□ Facilitating/Co-facilitate PL at staff meetings, PLC days, etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal of Coaching: To increase the capacity and competency of coaches, district leadership teams, building leadership teams, and all staff when implementing a Multi-Tiered System of Supports (MTSS) model, resulting in increased fidelity, sustainability, and data-based decision making at all levels.
Audience Q&A Session

Join at
slido.com
#2172 087
Contact Us

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Jodie Soracco
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Jennifer Rollenhagen
jrollenhagen@wsesd.org
Please Complete this Session’s Evaluation

10/27/2023
Session ID- 5H - Building Coaching Through Intentional Capacity Building

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2. QR Code
   Scan the code on this slide.

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   Click on the link located next to the downloadable session materials posted online at:
   www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link
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