



District Implementation Team (DIT) Coaching Service Delivery Plan

The purpose of this document is to outline the focus of coaching supports for districts working to install an Effective Innovation (integrated behavior and reading MTSS model).

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District: _____ Date: _____

Monitoring Plan: The Regional Implementation Team (RIT) or the MIBLSI Implementation Specialist will monitor the adherence to the coaching concepts outlined in this Coaching Service Delivery Plan three times per year. This will occur by speaking to the coach for the district to understand how the coaching concepts or skills are contextualized based on the district’s capacity, outcomes, and fidelity data.

Table 1. Coaching Concepts or Skills by Stage of Implementation and listed in order of priority.

Exploration	Installation	Implementation
<ol style="list-style-type: none"> 1. Assess need, fit, and context 2. Relationship development 3. Promote buy-in and readiness for district implementation capacity and for the Effective Innovation (integrated behavior and reading MTSS model) 4. District Implementation Team (DIT) formation 	<ol style="list-style-type: none"> 1. District Implementation Team (DIT) development (e.g., team membership and responsibilities, meeting notes, action plan) 2. Effective Innovation (EI) Fluency (data, systems, practices outlined in SWPBIS-TFI, R-TFIs): <ol style="list-style-type: none"> a. PBIS / Positive School Climate (PSC) b. School-wide Reading Model (elementary) 	<ol style="list-style-type: none"> 1. Data support: <ol style="list-style-type: none"> a. MIDATA b. Data coordination (selection of data coordinators or direct support for data coordination) c. Installation of school-level data and data systems (Early Warning Indicators, SWIS, PBIS Assessments, CBM (DIBELS)) 2. Development of District-wide Assessment System



Exploration	Installation	Implementation
	<ul style="list-style-type: none"> c. School-wide Content Area Reading Model (secondary) d. MIDATA: MIBLSI data system 3. Communication protocol development and use: <ul style="list-style-type: none"> a. DIT to SLT b. Other groups / teams and stakeholders whose work impacts the Effective Innovation (e.g., Board of Education, ISD IT) 4. Barrier removal process 5. District Coaching System development: Policies, procedures, selection processes, EI Coaching Service Delivery Plans 6. Effective Innovation alignment 7. Effective Innovation selection process 8. Development of the MTSS Implementation Plan 9. Developing readiness across schools for the EI (e.g., exploration, installation) <ul style="list-style-type: none"> a. School Leadership Team selection / confirmation, clarity in responsibilities to support the use of the EI 	<ul style="list-style-type: none"> a. Critical assessments used across the district b. General parameters for using these data to make important decisions c. Contextualized across schools 3. Data-based problem solving (district, school-level) <ul style="list-style-type: none"> a. On-going use and adjustments to the MTSS Implementation Plan b. On-going adjustments to training and coaching supports using data (including training effectiveness data and coaching effectiveness data) 4. Use and refinements of communication protocols

District Implementation Team (DIT) Coaching Service Delivery Plan (October 2017)
 Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) is a Grant Funded Initiative (GFI),
 funded under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education.



Table 2. Additional components of the Coaching Service Delivery Plan

Component	Description of Activities or Resources
Coaching Supports	Continuum of coaching supports that will be used to support DITs depending on the prioritized concepts the coach is focusing efforts: <ul style="list-style-type: none"> • Observations • Product reviews • Teaching (professional learning) • Modeling • Co-facilitation with DIT member • Fluency building • Prompting team and / or specific team members • Assistance with adaptation to local context • Providing feedback (verbal and written)
Coaching Frequency / Schedule	Coaches will participate at a minimum in the following: (Participation can mean a variety of things like direct involvement or observation of the DIT.) <ul style="list-style-type: none"> • DIT professional learning sessions • Monthly DIT meetings • At least 3 DIT events (e.g., 2 trainings with DIT to staff or to other stakeholders; exploration meetings with schools)
Coach Preparation	Coaches will need to allocate time to adequately prepare to support the district in their implementation efforts by: <ul style="list-style-type: none"> • Reviewing concepts / skills provided during DIT professional learning sessions • Allocating time to review products prior to meetings / trainings • Allocating time to prepare for an observation of the DIT by identifying “look fors” to share with the team prior to the observation and / or creating a tool to frame observations and feedback
Mechanisms to Provide Feedback	Coaches will provide feedback (recognition and suggestions for continuous improvement) during DIT meetings and other DIT events either verbally or in written form to the team or specific team members <ul style="list-style-type: none"> • Feedback to be provided (e.g., from observations, product reviews): <ul style="list-style-type: none"> - during DIT meetings



Component	Description of Activities or Resources
	<ul style="list-style-type: none"> - during training meetings (e.g., group reflection) - meetings with individual DIT members
Timeline for Written Feedback	<ul style="list-style-type: none"> • When written feedback is required (e.g., product reviews, response to questions, following DIT meetings), it will be provided within 5 business days of the meeting / event
Coaching Effectiveness Measure	<ul style="list-style-type: none"> • District Capacity Assessment data • Review of products to ensure they include the essential components • DIT's use of the processes, procedures, or products • Staff Satisfaction gathered from Coaching Surveys (twice per year)

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