

# Coaching Tools that Build Capacity

**2016 National Meeting  
October 11 and 12, 2016**


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## PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.


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Project MAX: Maximizing Access and Learning 

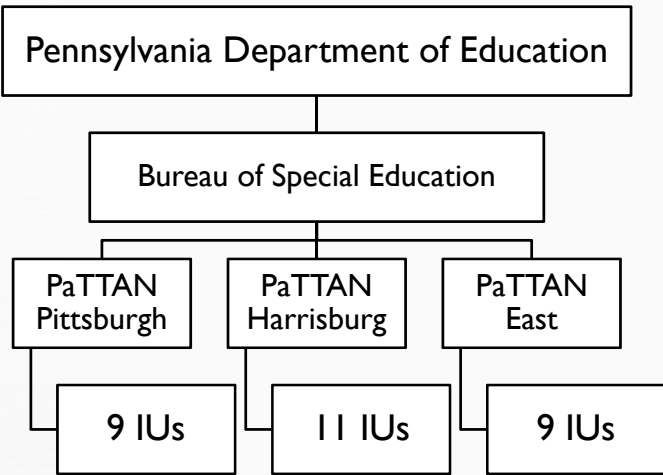
## PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

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Project MAX: Maximizing Access and Learning 

## An Introduction to Pennsylvania



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graph TD
    A[Pennsylvania Department of Education] --> B[Bureau of Special Education]
    B --> C[PaTTAN Pittsburgh]
    B --> D[PaTTAN Harrisburg]
    B --> E[PaTTAN East]
    C --> F[9 IUs]
    D --> G[11 IUs]
    E --> H[9 IUs]
    F --- I[29 Intermediate Units Across PA]
    G --- I
    H --- I
    
```

**29 Intermediate Units Across PA**

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## MAXimizing Access and Learning: PA Core Standards

**Purpose:** Increase the capacity of Pennsylvania schools to provide all students, including those with complex instructional needs, with **maximum access** to the general education curriculum and PA Core Standards.

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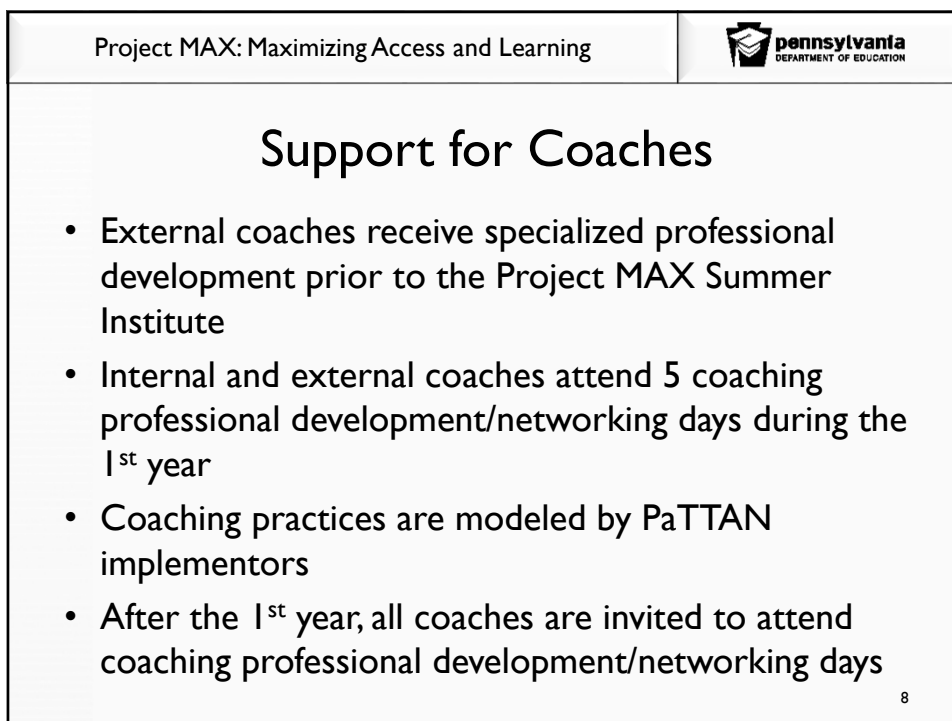
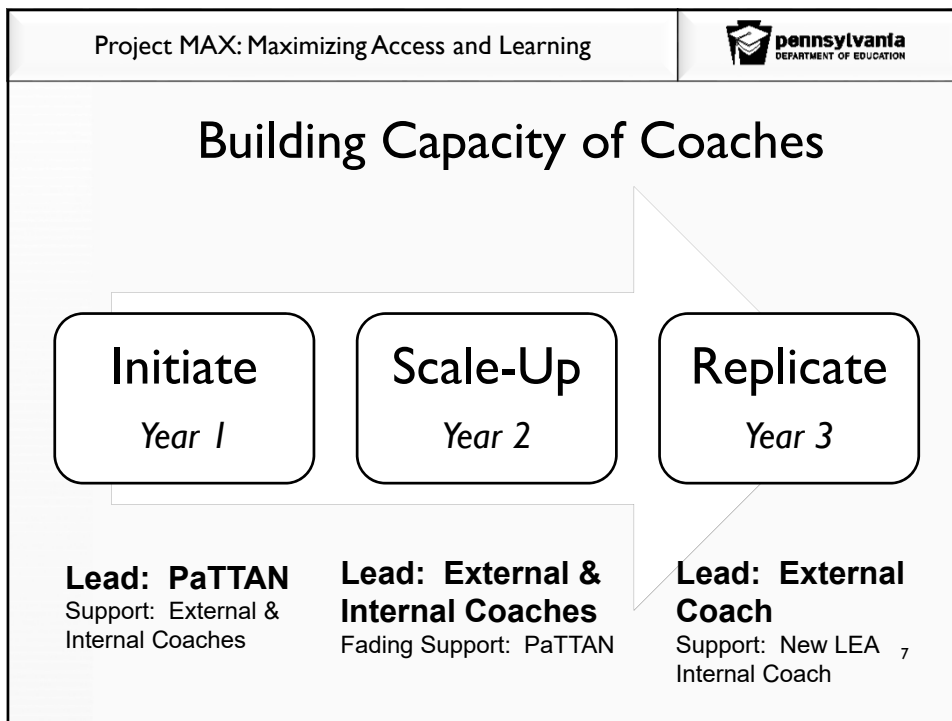
## Systems Change


*A specified set of activities designed to put into practice a program of known dimensions*


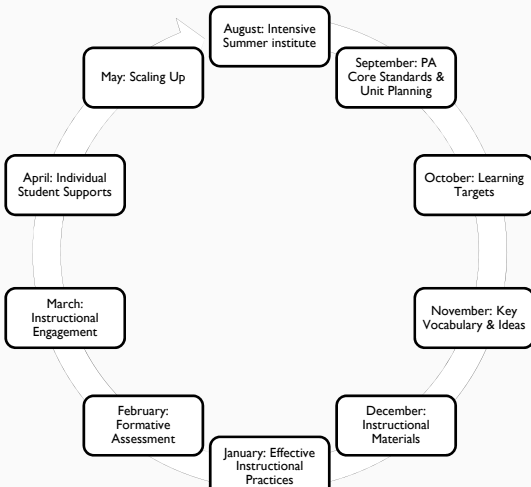
For Project MAX:



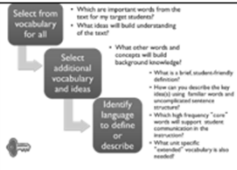
- Coaching
- Practice Profile
- Monthly Professional Development
- Standards-Aligned Instruction
- Data-Driven Decision Making


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Project MAX: Maximizing Access and Learning	
<h2 style="margin: 0;">Providing Coaching</h2>	
<h3 style="margin: 0;"><u>Coaching for Systems</u></h3> <ul style="list-style-type: none"> <li>• Practice Profile             <ul style="list-style-type: none"> <li>– Customized Action Steps</li> </ul> </li> <li>• Leaders and Teams</li> <li>• Examples:             <ul style="list-style-type: none"> <li>– Selecting curriculum</li> <li>– Building and staff schedules</li> <li>– Scaling up activities</li> </ul> </li> </ul>	<h3 style="margin: 0;"><u>Coaching for Classrooms</u></h3> <ul style="list-style-type: none"> <li>• Tools to Identify Coaching Needs             <ul style="list-style-type: none"> <li>– PD Application Activities</li> <li>– Classroom Characteristics Self-Assessment</li> <li>– Instructional Observation Tool</li> </ul> </li> <li>• Teachers, Paraprofessionals, Related Service Providers</li> <li>• Examples:             <ul style="list-style-type: none"> <li>– Instructional practices</li> <li>– Materials</li> </ul> </li> </ul>
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<h2 style="margin: 0;">Professional Development Cycle: Year One Implementation</h2>	
	
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Application Activities			
Month/Topic	Objectives	Key Take-Aways	Application Activities*
<b>September</b> PA Core Standards & Unit Planning	<ul style="list-style-type: none"> <li>Review the Standards Aligned Unit Planning process</li> <li>Look at the Standards Aligned System portal</li> <li>Discuss alignment to the PA Core Standards</li> </ul>		A. Choose a PA Common Core standard and describe how the standard changes across grades B. Explore one grade level general education unit of study – identify big ideas addressed in the unit C. Collaborate with related services personnel to identify potential options for teaching academic content to two of your students
<b>October</b> Learning Targets	<ul style="list-style-type: none"> <li>Why it is important to identifying prioritized learning targets for students with complex instructional needs</li> <li>Defining alignment to grade level content</li> <li>Identifying the degree of alignment of prioritized targets to grade level content</li> </ul>	<b>How Do I Know if it is Aligned?</b> <ol style="list-style-type: none"> <li>Is it academic?</li> <li>Would a content specialist be able to see how it leads to and is necessary to the standard?</li> <li>Is it a skill/concept a student in the same grade would be learning?</li> <li>Would a student of similar age be embarrassed to walk through the halls with this work?</li> </ol>	A. Review a lesson that you currently plan to deliver to determine alignment to grade level content and performance. Identify 1-2 ways you could change it to be more closely aligned to the standard. B. Identify a grade level standard; big idea, concept and/or competency addressed in a unit. Identify at least one potential learning target for students with complex instructional needs.
<b>November</b> Vocabulary & Ideas	<ul style="list-style-type: none"> <li>Why it is important to identify prioritized vocabulary and ideas</li> <li>Collaborating to for define and describe concepts and prioritized vocabulary connected to a unit of study</li> <li>Identifying vocabulary and ideas for a unit</li> </ul>		A. Review/select text related to a lesson to determine key vocabulary and ideas. Identify vocabulary for all, select additional vocabulary and identify language to define or describe B. Work with the SLP/AT Consultant to identify expressive vocabulary for AAC for two key vocabulary words and ideas; Identify high frequency "core" vocabulary and specific "extended" vocabulary

Project MAX: Maximizing Access and Learning			
Project MAX Coaching Plan			
<i>MAXimizing Access and Learning: Pennsylvania Core Standard</i>			
<b>Project MAX Coaching Plan</b>			
Educator(s): _____			
<b>Coaching Focus</b>			
<input type="checkbox"/> Practice Profile Customized Action Step <input type="checkbox"/> Professional Development Application Activity <input type="checkbox"/> Individual student or teacher request <input type="checkbox"/> Other: _____			
Goal(s)			
<b>Plan for Implementation</b>			
Coaching Practices (select all that apply):			
<input type="checkbox"/> Provide Examples <input type="checkbox"/> Collaboratively Developing Materials <input type="checkbox"/> Provide instruction on topic <input type="checkbox"/> Other: _____		<input type="checkbox"/> Modeling <input type="checkbox"/> Observation & Feedback <input type="checkbox"/> Guided Practice	
Person(s) providing coaching:			
Date and time:			
Steps:			

Project MAX: Maximizing Access and Learning		
<h2 style="margin: 0;">Classroom Characteristics Self-Assessment</h2>		
<p><b>Classroom Characteristics Self-Assessment</b></p>		
Completed by: _____		Role: _____ Date: _____
IU or LEA Name: _____		Building: _____
<p><b>Instructions for Completion</b></p> <p><i>The purpose of this tool is to help the classroom teacher assess best and effective practices for students with complex instructional needs and prioritize areas where improvement is needed. This self-assessment should be completed three times per year by the classroom teacher in collaboration with related service personnel as well as other classroom staff.</i></p>		
<b>In Collaboration with:</b> (names/roles)	<b>Setting:</b> <input type="checkbox"/> General Education <input type="checkbox"/> Special Education	<b>Grade:</b> <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 12+
<b>Cohort</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<b>Year of Implementation</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<b>Completed</b> <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring
<b>Self-Assessment Rating Response:</b> 1 – Not in place 2 – Minimally in place 3 – Mostly in place 4 – Fully in place		<b>Self-Priority rating response:</b> L – Low priority for action/change at this time S – Moderate priority H – High Priority
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Pennsylvania Training and Technical Assistance Network <b>Project MAX Instructional Observation Tool</b>			
Date: _____ Observer: _____ School: _____			
Teacher: _____ Instructional Grouping: <input type="checkbox"/> Whole <input type="checkbox"/> Small <input type="checkbox"/> Individual			
Role of Observer: <input type="checkbox"/> Colleague <input type="checkbox"/> Internal Coach <input type="checkbox"/> Administrator <input type="checkbox"/> External coach <input type="checkbox"/> PATTAN <input type="checkbox"/> Other			
Environment: <input type="checkbox"/> Gen Ed <input type="checkbox"/> Special Ed _____ Grade Level(s): _____			
Length of observation: _____ Number of adults: _____ Number of Students: _____			
<h1 style="margin: 0;">Instructional Observation Tool</h1>	<b>Instructional Design</b> <input type="checkbox"/> Alignment to PA Core/Academic Standards and general education curriculum <input type="checkbox"/> Learning Target(s) link to students' individual grade levels <input type="checkbox"/> Lesson/unit incorporates principles of Universal Design for Learning (UDL) <input type="checkbox"/> Materials and resources are • age appropriate • accessible to each student <input type="checkbox"/> Vocabulary is prioritized for individual students <input type="checkbox"/> Accommodations/modifications are provided <input type="checkbox"/> Planning for individual student access to communication (augmentative communication and/or assistive technology) is evident <input type="checkbox"/> Clearly defined roles and responsibilities for teachers, paraprofessionals, SLP, etc.	<b>Instructional Delivery</b> <input type="checkbox"/> Provides explicit instruction using ○ Direct instruction (model, lead, text) ○ Errorless teaching ○ Questioning/discussion ○ Graphic organizers ○ Responding • choral, partner, individual • verbal, written, action <input type="checkbox"/> Error correction <input type="checkbox"/> Read alouds <input type="checkbox"/> Scaffolds instruction <input type="checkbox"/> Uses clear language throughout instruction <input type="checkbox"/> Provides supportive and/or corrective feedback throughout guided practice <input type="checkbox"/> Models the use of augmentative and alternative communication	
	<b>Student Engagement</b> <input type="checkbox"/> Actively engages students using appropriate techniques for whole group, small group, and/or individual students <input type="checkbox"/> Instruction requires student thinking <input type="checkbox"/> Students are actively participating <input type="checkbox"/> Suitable pacing of lesson including student reflection and closure	<b>Assessment</b> <input type="checkbox"/> Pays close attention to evidence of student understanding <input type="checkbox"/> Uses varied formative assessment strategies to inform and adjust instructional practices <input type="checkbox"/> Assesses learning through individual students' modes of communication <input type="checkbox"/> Circulates to monitor student learning and to offer feedback	
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## Project MAX: Maximizing Access and Learning



# Coaching Fidelity Checklist

Project MAX Coaching Fidelity Checklist

Completed by:	Date: <b>(End of Year 2)</b>
Cohort: Choose from Drop Down list below	Name of Internal Coach, IU/LEA

Directions for the PaTTAN Implementor:  
This coaching fidelity checklist is to be completed at the end of year 2 of implementation.  
Choose 1 to indicate evidence to support implementation of the fidelity measure or 0 to indicate no evidence to support implementation of the fidelity measure(choose from drop down list).  
Double click the two yellow boxes at the bottom of this form to compute the final score.

Coaching Area: Leadership Fidelity Measures

**By the end of year 2, the internal coach has...** 1 or 0

1	Participated in a minimum of 16 opportunities of professional development related to coaching (e.g., attendance at Summer Institute, coaching days, monthly team meetings)	
2	Independently facilitated at least one entire Project MAX team meeting, including professional development.	

Coaching Area: Classroom Coaching Fidelity Measures

**By the end of year 2, the internal coach has...** 1 or 0

3	Met at least twice a year with each educator to identify coaching topics using information from the Project MAX Coaching Plans and Application Activity Action Plans	
4	Explained, modeled and provided guided practice in the design and delivery of all components of the standards-aligned unit planning process	
5	Collected at least three artifacts (i.e., materials, resources, videos and/or photos) from team that capture the components of the standards-aligned unit planning process	

Coaching Area: School Wide Implementation Fidelity Measures

**By the end of year 2, the internal coach has...** 1 or 0

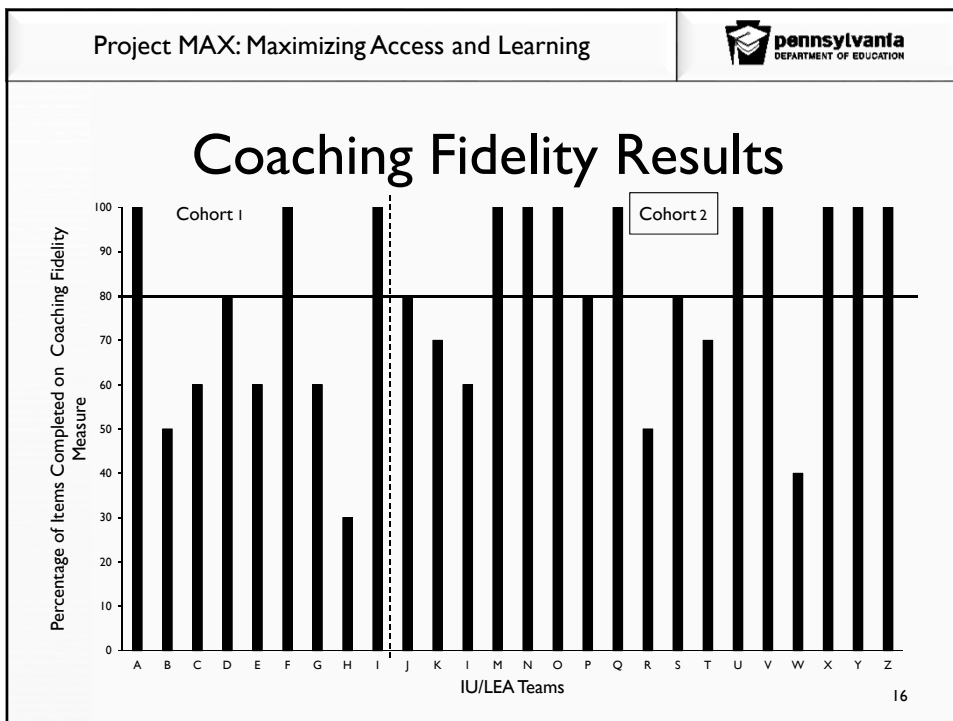
6	Independently facilitated at least one team discussion related to analysis and implications of the Educator and Student Characteristics Survey results	
7	Completed at least 7 classroom visits per year to support implementation and scaling up of Project MAX practices throughout the school(s) and/or program	
8	Independently facilitated at least three team discussions of the Practice Profile Implementation Plan to review the status; monitor progress, and identify additional action steps	

Coaching Area: Building Capacity and Scale-Up Fidelity Measures

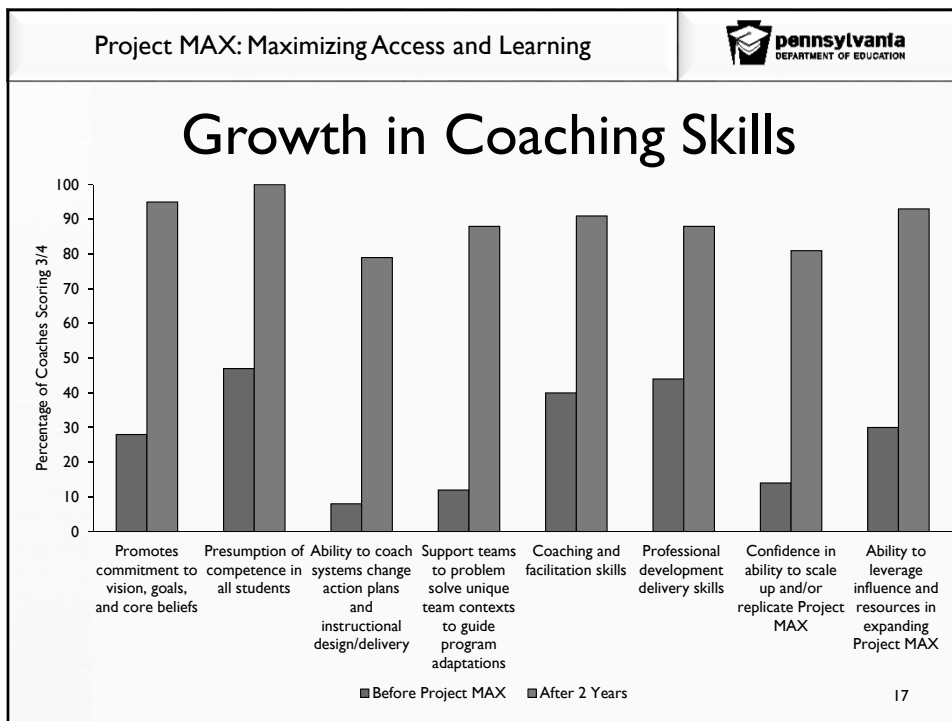
**By the end of year 2, the internal coach has...** 1 or 0

9	Arranged and facilitated professional development and shared team meeting information to absent members after each team meeting	
10	Met with IU/LEA leadership to prepare for scaling up discussions with the entire team, including strategically selecting team members for scale-up and addressing systems level barriers to scaling up	

<b>Total of number of fidelity measures where evidence supports implementation</b>	0	
<b>Score</b> ___ /10 = ___ %	0.00%	15












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## Discussion Questions

- How would you incorporate these tools in your work to build capacity?
- What potential barriers do you foresee in the implementation of these capacity building tools? How might you overcome them?
- How might implementation of these capacity building tools improve your outcomes?

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Project MAX: Maximizing Access and Learning	
<p data-bbox="406 556 592 682"><b>Thank You</b></p> <p data-bbox="706 483 990 724">Maximizing Academic Access, Expectations, and Learning</p>  <p data-bbox="706 745 1193 829">Supports for Educating Students With Complex Instructional Needs</p> <p data-bbox="1209 934 1242 966">19</p>	

Project MAX: Maximizing Access and Learning	
<p data-bbox="373 1228 812 1270"><b>Contact Information</b></p> <p data-bbox="917 1228 1258 1270"><b>www.pattan.net</b></p> <p data-bbox="422 1312 625 1417">Shatarupa Podder Project Director <a href="mailto:spodder@pa.gov">spodder@pa.gov</a></p> <p data-bbox="422 1459 690 1606">Ann Hinkson-Herrmann Project Coordinator <a href="mailto:ahinkson-herrmann@pattan.net">ahinkson-herrmann@pattan.net</a></p> <p data-bbox="422 1648 641 1753">Natalie Sokol Project State Lead <a href="mailto:nsokol@pattan.net">nsokol@pattan.net</a></p>  <p data-bbox="820 1480 998 1522">U.S. Office of Special Education Programs</p>  <p data-bbox="1015 1480 1242 1512"><i>Bureau of Special Education</i> <i>Pennsylvania Training and Technical Assistance Network</i></p> <div data-bbox="820 1585 1242 1711"><p data-bbox="876 1606 1177 1638"><b>Commonwealth of Pennsylvania</b></p><p data-bbox="941 1659 1112 1690">Tom Wolf, Governor</p></div> <p data-bbox="1209 1785 1242 1816">20</p>	