District Capacity Coaching, a tool for sustainability

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Agenda

- Overview of Context and Process
- Coaching
- Building Capacity
- Professional Learning/Skill Building
Poll

What is the biggest challenge facing you as you plan for sustainability?
Several recent pieces of state legislation related to students with disabilities

No intermediate units (state-district)

District based management

Three of the ten largest school districts in US

Sizes range from smallest with 2 schools to largest with 392 schools
• District invitation list developed based on targeted student outcomes
• Superintendent receives invitation to apply
• Initial district team identified as part of accepting invitation
• Sub award based on district size to remove financial barriers to initial implementation
• Annual contracts include implementation milestones, roles and responsibilities
The Challenges of Building Sustainability

• **Challenge**
  • Several Districts struggling to meet implementation milestones
  • Frequent turnover at all system levels
  • Initiative overload-lack of alignment
  • Small/rural districts don’t have enough people

• **Our response**
  • MTSS partners provided ongoing professional development re: systems coaching and facilitated 8 step problem solving process
  • Strengthened our work with districts and further developed the capacity coaching concept
Context of capacity coaching in Florida

• District Implementation Teams (DIT)
  • Build the why
  • Orient to possibilities
  • Dive into data
  • Develop a mission/vision for our work
  • Orient to stages of implementation and roles and responsibilities
  • Set goals and develop action plan
  • Ongoing monitoring of implementation
Building the availability of Coaching after SPDG

- Recognized coaching as a critical component to ensure sustainability
- To respond to districts in a personal (differentiated) manner not a “coach” but a set of functions that can be embedded across multiple positions or in a specific position
- Vision of gradual release
- Building on excellent Practice Profile on coaching shared by Ohio SPDG, edited and identified critical competencies
Critical competencies of capacity coaching from the Practice Profile

- Reflective Practice
- Meeting Adult Learner Needs
- High quality Coaching
- Deep Knowledge of Initiatives
- Relationship Development & Communication Skills
- Family Engagement
- Problem Solving and Data Informed Decision Making
- Alignment of Initiatives
- Change Facilitation
Myth Busting & Clarifying what Coaching is and isn’t
Implementation and Scale-up of Research Based Practices

McIntosh and Goodman (2016)
Coaching Systems

- Complexity of Change
- What is a system, Systems Coaching (Florida’s PS/RtI Project)
- Initiative Knowledge
- Implementation Science
  - Drivers
  - Stages
- The shift to shared leadership
- Up Next:
  - Data and Decision Making
  - Aligning Initiatives
Coaching People

- Informed by the work of Jim Knight
  - Partnership Principles
  - Better Conversations
- Relationships & Trust
- Factors that create (or hinder) successful coaching experiences
- Up Next:
  - Adult Learners
  - Quality Feedback
  - Instructional Coaching (SIM)
Professional development of DCC
Strategies for Developing Capacity Coaches

- 4 Training Institutes
- Ongoing Coaching
- Professional Learning Community
- Coaching Playbook
- District Developed Sustainability Plan
- Gradual Release Timeline
Training Institutes

- #1 Coaching for Sustainability
  - Definition, Purpose and Competencies needed for Capacity Coaching
  - Systems Coaching 101
  - Practice Profile Review
  - Productive Conversations

- #2 TBN
  - High Quality Coaching
  - Change Facilitation, Alignment and Data-based Problem Solving
  - Team Work Time
Professional Learning Community

- Quarterly -----> Monthly
- Topical Focus based on core competencies
- Create space for discussing challenges and problem solving
- Utilizing Basecamp for Ongoing Communication and Problem Solving
Poll

Have you developed a Community of Practice or PLC for your coaches?

What strategies or formats have you used?
Strategy outlined in *The Impact Cycle* - Jim Knight

**Outline:**
- Role of the District Capacity Coach
- Timeline of PD and graduated responsibilities
- Practice Profile
- Resources by Core Competency
  - One page reference guide
  - Checklist
- District Specific Sustainability Plan
  - Drafted by Coaches
### District Capacity Coach – Timeline for Assuming Responsibilities

<table>
<thead>
<tr>
<th>5 Year Cycle</th>
<th>CUMMULATIVE Responsibilities of District Capacity Coach (DCC)</th>
<th>4 Year Cycle</th>
<th>3 Year Cycle</th>
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<tbody>
<tr>
<td>Year 1:</td>
<td>None</td>
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<tr>
<td>Year 2</td>
<td>• DCC is identified and attends Capacity Coaching for Sustainability (1.5 days)</td>
<td>Year 2</td>
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<td>• DCC makes a commitment to champion and help sustain the efforts long-term by providing support and coaching implementation at the district, school and classroom level</td>
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<td>• Assist in develop vision and mission for C&amp;C / SIM Implementation</td>
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<td>Year 3</td>
<td>• DCC identifies action steps towards sustainability with support from SPDG and DIT</td>
<td>Year 3</td>
<td>Year 2</td>
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<td>• Provide input to DIT chair regarding the planning and facilitation of DIT agendas</td>
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<td>• Communicate and follow process for Master in Service units</td>
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<td>• DCC becomes a certified Check &amp; Connect Trainer or SIM Professional Developer if needed</td>
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<td>• DCC attends Capacity Coach <em>Training</em> (1.5 days)</td>
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<td>• DCC participates in quarterly DCC PLC</td>
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<td>• Collaborate with DIT in identifying potential trainers/PDers or Specialists</td>
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<td>• Co-facilitate update chats/ site progress monitoring with SIM/C&amp;C facilitator</td>
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**Timeline of Gradual Release**
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| Year 4       | • Support DIT chair and SPDG facilitators with planning and facilitation of DIT meetings and trainings  
• Determine professional learning (PL) needs within the district and facilitate professional learning opportunities  
• Advise DIT on budget development based on implementation needs  
• Assist in recruitment of schools for implementation scale-up  
• Assist in updating vision and mission for C&C / SIM Implementation  
• Maintain regular communication with C&C/SIM site coordinators and support progress monitoring | Year 4 | Year 3 |
| Year 5       | • Facilitate DIT meetings  
• Support teams in progress monitoring, adjusting action plans to address implementation challenges, and requesting additional support  
• Support all implementation teams in reviewing data to determine areas of need, including development and implementation of data collection processes and reporting and developing measureable goals and action steps | | |
Thoughts/ Questions?

Thank you for your time today!!!