

Developing and Supporting a Cadre of Coaches (Systems & Instructional) Who Can Help Facilitate Implementation of MTSS in LEAs

(SWOT Analysis of UPDC)

July 2, 2012

<p>Strengths: <i>Positive tangible and intangible attributes, internal to the organization. (What do we do well? What unique resources can we draw on? What do others see as our strengths?)</i></p>	<p>Weaknesses: <i>Factors that are within an organization's control that detract from its ability to attain desired goals (What can we improve? Where do we have fewer resources than others? What are others likely to see as weakness?)</i></p>
<ul style="list-style-type: none"> • Utah Coaching Network – Over the years, the UPDC has provided extensive PD for district instructional coaches (IDEA Grant Funded) • Utah Teacher Mentor Academy (IDEA Grant Funded) • Utah Leadership Academy (IDEA Grant Funded) • Running Start – Coaching for instructional coaches of new teachers and focus on vital teaching behaviors (SPDG Funded) • ABC-UBI - Systems coaching support and training (SPDG Funded) • District leadership teams (Canyons, Ogden, Park City, Salt Lake, Iron, San Juan, Tooele, etc.) that make coaching a priority – Bright Spots • Certain LEAs have a long history of supporting effective coaching systems. They've made it a non-negotiable priority. • Excellent support in many Title I schools for instructional coaching. • Extensive use of technology (e.g., Bug-in-ear, IRIS Connect, iPads, distance ed. technology, etc.) available at UPDC and in some LEAs. 	<ul style="list-style-type: none"> • Limited LEA funding and personnel time for coaching. • Insufficient LEA professional development and support for coaches. • Competing Initiatives • General education coaching models in many LEAs are generally not as strong or non-existent. • General statewide lack of understanding of the value of coaching for improving classroom practice. • Silos – General education and special education not working together or sharing resources (state and district levels) • Practice of developing TA manuals in lieu of focusing on implementation science. • Universities are slow to change and not adequately training educators and administrators in MTSS and coaching. • District superintendents/school board support for MTSS
<p>Opportunities: <i>External attractive factors that represent the reason for an organization to exist and develop. (What Opportunities are available to us? What trends can we take advantage of? How can we turn our strengths into opportunities?)</i></p>	<p>Threats: <i>External factors, beyond an organization's control.) (What threats could harm us?)</i></p>
<ul style="list-style-type: none"> • LEAs can provide substitute teacher time to release teachers/paraeducators to coach other teachers/paras. • New SPDG funds to help support evidence-based PD (Effective LEA coaching infrastructures) • Focus on a few schools that are already actively supporting coaching activities while building the district infrastructure to support coaching. • Access new technology to deliver systems & instructional coaching supports (Rural Districts). • Turnover allows new personnel with new vision to facilitate implementation of coaching supports. • UPDC has an excellent partnership with state IHEs and continues to address issues pertaining to MTSS implementation and training coaches (BYU Ed Leadership Program in MTSS) • Have scheduled meetings with superintendent and school board associations. 	<ul style="list-style-type: none"> • Coaching is simply not perceived as a priority in some LEAs. • Legislative support for public education • Administrative turnover and loss of institutional memory • Expansion of charter schools