

2012 OSEP PROJECT DIRECTORS' CONFERENCE

SPDG Program Area Meeting

Consultancy Discussion



Utah Personnel Development Center

230 W 200 S Suite 1000

Salt Lake City, UT 84101

801-363-0822 www.updc.org



PRESENTER: Lowell Oswald, Utah SPDG Director

ASSIGNED FACILITATOR: Peg Sullivan

DESCRIPTION OF THE ISSUE: Most LEAs understand the value of evidence-based professional development, which includes effective coaching systems. However, establishing infrastructures (funding sources, training, policies, etc.) designed to support such systems appears to be a challenge. Some LEAs have been much more successful than others at implementing these systems. This consultancy discussion focused on identifying ways to develop and support a cadre of coaches (systems and instructional) who can help facilitate LEA implementation of MTSS/evidence-based practices with fidelity.

ESTABLISHING COACHING INFRASTRUCTURES

1. Teach LEAs the value of coaching and invite district leaders who are successful with it to network with those who are struggling to implement it. Share ideas for carving out funds to support instructional coaching (e.g., Cherry Creek School District in Colorado uses district funding, traditionally reserved for sabbatical leave, to hire seven full-time instructional coaches. These are general education not special education funds.
2. Identify the source of their resistance and address the underlying concerns directly.
3. Gather quantitative data on the effectiveness of coaching and show benefits derived from implementing effective coaching models in other districts/schools.
4. Initially, narrow your focus on a few schools in each district and build school/district infrastructures designed to support a cadre of instructional coaches.

5. Access power of PLCs and grade-level teams. Empower teacher teams to coach one another. LEAs may not have the funding to hire additional personnel.
6. Work with districts in improvement status. They are typically more receptive to making changes to the status quo.
7. Clearly define competences of each coach. Don't waste time on teaching unessential skills. Focus on instructionally relevant, measurable, and observable skills that need to be developed.
8. Focus on roles and functions of coaches, not titles. Related servers, teachers, and administrators can all learn the skills needed to provide feedback for improving classroom instruction.
9. Share data about how instructional coaching can help reduce turnover and save \$\$ (See "Working Smarter, Not Harder" article).
10. Obtain IHE support. How can it be leveraged to help strengthen coaching infrastructures in LEAs (University of Missouri – Partnership for Educational Renewal).

RESOURCES FOR TRAINING AND COACHING COACHES:

- [Implementation Research](#) (Fixsen, et al., 2010)
- [PALS](#) (Trivette, 2012)
- [Visible Learning](#) (Hattie, 2009)
 - Microteaching
 - Formative Evaluation
- [Research Into Practice](#) (Hofmeister & Lubke, 2011)
- [Explicit Instruction \(Archer & Hughes, 2010\)](#)
- [ABCs of CBM](#) (Hosp, Hosp, & Howell, 2006)
- [One-Minute Academic Functional Assessment](#) (Witt & Beck, 1999)
- [Coaching Classroom Management](#) (Sprick et al., 2010)
- [CHAMPS](#) (Sprick et al., 2009)

View the UCN Better Teachers video: <http://v.gd/betterUCN>