OLAC Work Provides Foundation for OIP Work Provides Foundation for SPDG Work

- Leadership as a set of practices exercised across the system
- One focused plan that responds to critical needs
- Quality data and data interpretation
- Improved instructional practice (adult behaviors) impacting student performance

- Continuous Improvement Process
- Develops and supports system as learning organization
- 5 step process utilizing data to inform decision making
- Collaborative teams – DLT, BLT, TBT
- Communication up and down system
- One focused, integrated plan
- Changes in adult practices impacting student performance.

- Full implementation of evidence-based practices (innovations)
- Changes in adult and team practices impacting student performance.
- Deliberate process for facilitating deeper conversations to move to a reflective learning organization
- Addressing the instructional needs of all learners as a team.
Coaching throughout the Stages

OHIO IMPROVEMENT PROCESS (OIP)

STAGE 0 Preparing for the OIP
Preparing for the OIP provides the basics on establishing the collaborative structures and processes necessary to develop, implement, monitor and evaluate the OIP. In addition to defining the necessary collaborative structures, it describes the practices of communication and engagement, decision-making and resource management that are threaded throughout the OIP.

STAGE 1 Identify Critical Needs of Districts and Schools
- Do these teams work in districts and schools?

- Review data
  - Gather evidence of implementation and impact

STAGE 2 Develop a Focused Plan
- Do these teams work in districts and schools?

- Develop goals, strategies, indicators, and action plans focused on stage 1 critical needs

STAGE 3 Implement and Monitor the Focused Plan
- Do these teams work in districts and schools?

- Implement strategies and action steps to achieve district goals.
  - Monitor fidelity of implementation and effect or changes in adult practice and student learning

STAGE 4 Evaluate the Improvement Process
- Do these teams work in districts and schools?

- Evaluate changes outstanding
- Collect, chart, and analyze post data
- Implement changes as they fit into adult practice and student learning
Specific Areas of Focus (Innovative Evidence Based Practices) - Process Coaches play pivotal role in Changing Adult Behaviors that Result in Systems Change and Student Success
SPDG Management and Core Teams

Design Team: Parent-Teacher Partnership
External Advisor, Murray

Design Team: Integrated Comprehensive Systems
External Advisor, Futura

Design Team: Leadership
External Advisor: McNulty

Design Team: Process Coaching
External Advisor: Killeon

Evaluators
External State Partners
Aligned State Initiatives

Regional State Support Team Directors (16)

SPDG Lead
External Facilitators
Internal Facilitators

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Internal Facilitators

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Parent-Teacher Partnership
Internal Facilitators
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Integrated Comprehensive Systems
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Process Coaching
Internal Facilitors
External Facilitors

Process Coaching
Internal Facilitators
External Facilitors

Ohio Department of Education
Process Coaching

A collaborative process that supports individual, team, and system changes needed to achieve full, deep, and successful implementation of the Ohio Improvement Process and increased learning for every student.
Alignment to Principal and Teacher Standards

Standards for Principals

Standard 3: Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.
- Develops a collaborative culture of teachers helping each other to improve their instruction and assessment.

Standard 4: Establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.
- Mentors and coaches staff and student leaders.
- Builds a school culture in which educators work collaboratively which results in increased student learning.

Standards for Teachers

Standard 6: Collaboration and Communication Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
- 6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff.

Standard 7: Professional Responsibility and Growth Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
- 7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.
<table>
<thead>
<tr>
<th>Process Coaching</th>
<th>Instructional Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why</strong></td>
<td><strong>Why</strong></td>
</tr>
<tr>
<td>Support systemic change through full implementation of OIP to achieve results for all students</td>
<td>Improve instruction to increase student achievement</td>
</tr>
<tr>
<td><strong>Who</strong></td>
<td><strong>Who</strong></td>
</tr>
<tr>
<td>DLTs, BLTs, TBTs, external &amp; internal facilitators</td>
<td>Individual teachers and teams of teachers</td>
</tr>
<tr>
<td><strong>How</strong></td>
<td><strong>How</strong></td>
</tr>
<tr>
<td>Feedback, inquiry, resource provision, professional learning, process observations, etc.</td>
<td>Feedback, modeling, professional learning, resource provision, pre- and post-observation conferences, observation, etc.</td>
</tr>
<tr>
<td><strong>What</strong></td>
<td><strong>What</strong></td>
</tr>
<tr>
<td>OIP implementation, facilitation, group process, conflict, culture, team effectiveness, goal setting, studying and selecting interventions, planning, implementation support, monitoring and assessing progress, etc.</td>
<td>Instruction, curricula, assessment, differentiation, student achievement, classroom environment, etc.</td>
</tr>
</tbody>
</table>
Continuum of Interactions

- **Inform**
  - Consult

- **Share**
  - Collaborate

- **Mediate**
  - Coach

Dependence | Interdependence | Independence/Expertise
Pause for Reflection

• Continual challenge: maintaining a coaching approach
  – Where on the continuum do coaches in your state operate most frequently (poll)?
  – What strategies/suggestions do you have for maintaining focus on implementation of effective coaching practices?
New Challenge??

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Innovation Fluency → Coaching Fluency

Dependence → Interdependence → Independence/Expertise
Implementation Drivers

Ohio’s Best Practice Assessment Results
Pause for Reflection

How are other states using the Assessment of Best Practices: Coaching to inform their SPDG work?
Operationalizing the Implementation Drivers Model

Ohio SPDG: Process Coaching Service Delivery Plan
June 2015 (Section 1, Page 1)

SPDG Leads to External Coaches

Goal: Regional external coaches will utilize research based coaching practices to build capacity of the district to implement the Ohio Improvement Process framework and the evidence based practices it supports (leadership, equity, parent/teacher partnerships) for systemic change.

<table>
<thead>
<tr>
<th>Coach</th>
<th>Person(s) being coached</th>
<th>Type</th>
<th>Objectives</th>
<th>Skills Being Coached</th>
<th>Coaching Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPDs</td>
<td>Lead</td>
<td>Individual Team</td>
<td>Build Coaching Capacity of EFs, knowledge, skills and dispositions.</td>
<td>Focused Improvement Areas from Process Coaching Practice Profile:</td>
<td>Structure: Various meeting formats (face to face, go to meeting, phone call) and methodologies (direct observation, professional dialogue, group/individual). Meeting format and methodologies to be recorded on Process Coaching Reflection/Feedback form.</td>
</tr>
<tr>
<td></td>
<td>External Coaches (EFs)</td>
<td></td>
<td>Support EFs to fully implement effective, job-embedded coaching practices.</td>
<td>Communicating - listening, paraphrasing, positive presupposition, powerful questioning, and establishing feedback loops.</td>
<td>Frequency: Leads are expected to do the following:</td>
</tr>
<tr>
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<td>Improve EFs ability to fully engage districts in the Ohio Improvement Process, including implementation of evidence</td>
<td>Moving through the coaching continuum.</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Building rapport and effective team processes.</td>
<td>Meet with EF(s) 2x a year to establish coaching relationship with planned changes as EF demonstrates skill proficiency. Document on Process Coaching Reflection/Feedback form.</td>
</tr>
<tr>
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<td></td>
<td>Prompting teams to understand and complete the 5 step process.</td>
<td>Ensure a process is in place for EF to be observed implementing job-embedded coaching practices 2X a year, utilizing the Process Coaching Reflection/Feedback form.</td>
</tr>
</tbody>
</table>

Preparation: Coaching meeting with EF is intentional and smooth!

Department of Education
Pause for Reflection

– What strategies have worked in your state for developing and implementing a service delivery plan for coaching?
– How are your states dealing with competing time demands on coaches?
• Clarify roles and expectations of process coaching
• Identify target performance (conceptual areas)
• Align professional learning to identified need
• Monitor implementation of effective process coaching practices
• Evaluate impact of implementing process coaching
• Make adjustments
Quick show of hands...(poll)

How many states participating today have facilitated/supported coaches in completing a Practice Profile?
Taking a Look at Ohio's Process Coaching Practice Profile

The **Purpose, Role, and Function**

- Establish clear, explicit expectations
- Establish action steps for continuous improvement
- Guidelines/clarity around professional coaching practices
- Fulfills federal grant requirement
- Reflective and Prescriptive
Innovation Fluency and Coaching Competency

Reflection and Mastery

- Coaching evidence-based Leadership, Teaching and Learning, and Parent/Family Engagement practices

Knowledge of evidence-based practices in Leadership, Teaching and Learning, and Parent and Family Engagement

- Integration of coaching practices in work with DLTs/BLTs/TBTs

Knowledge of evidence-based Coaching Practices

- Knowledge of OIP is foundation
Monitoring and Evaluation

• Reflection/Feedback Form
  – Observation

• Evaluation data (chart)
What feedback or comments do you have for Ohio as we move forward with our work?
Personal Learning Opportunity

• Think about one stretch area you would like to address or one strength area you would like to build on as a result of today’s discussion.

• Generate an action step to address your stretch area or build your strengths.

I am always doing things I can’t do. That is how I get to do them. Pablo Picasso
Thank you!!

education.ohio.gov
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suzmawil@yahoo.com