



2023 OSEP Leadership and Project Directors' Conference



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(Authority: 20 U.S.C. 1221e-3 and 3474)

Lessons Learned: How States Implement Coaching

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Agenda

- What Does Research Say About Implementing Coaching?
- State Stories of Coaching Implementation (with resources and impact data)

Engagement opportunities occur throughout the session.

The handout is on the conference portal.



Participant Objectives

- Learn concrete steps that states and local education agencies have taken to ensure that coaching is clearly defined.
- Explain approaches for training and supporting coaches to build their knowledge and skills.
- Identify ways to collect, analyze, and use coach and teacher fidelity data to continuously improve coach and teacher practice.
- Determine how resources used by two states could be adapted to suit other state contextual needs.
- Reflect on the session and implications for work in your state.



Which Title Best Describes Your Role?

- State-level employee (e.g., state director, state systemic improvement plan [SSIP] coordinator)
- Local-level employee (e.g., teacher, school, and/or district administrator)
- Regional-level employee (e.g., coach across multiple districts)
- Office of Special Education Programs (OSEP) staff
- Technical assistance staff
- Other



Implementing Coaching



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Four Key Challenges

1. Lack of clarity about the definition of coaching
2. Confusion about how to effectively conduct coaching cycles
3. Few learning opportunities for coaches
4. Lack of data about coaching



Impact of Unresolved Challenges

- If these challenges are not addressed, coaching is unlikely to lead to expected improvements in teaching and student learning (Pierce et al., 2019; Rowe et al., 2021).

Pierce, J., Irby, M., & Weber-Mayrer, M. (2019). How coaching takes root. *The Learning Professional*, 40(6), 20-23.

Rowe, D. A., Collier-Meek, M. A., Kittelman, A., & Pierce, J. (2021). Ensuring effective implementation of evidence-based practices. *TEACHING Exceptional Children*, 53(6), 396-399.



Addressing Challenges

Challenge	Strategy to Address Challenge	When the Strategy is Addressed in This Workshop
1. Lack of clarity about the definition of coaching	1. Develop a definition of coaching	Hawai'i and Texas spotlight
2. Confusion about how to effectively conduct coaching cycles	2. Provide high-quality training to coaches on effective coaching practices and cycles	Hawai'i and Texas spotlight
3. Few ongoing learning opportunities for coaches	3. Provide ongoing support for coaches	Texas spotlight
4. Lack of data about coaching	4. Develop a coach and teacher fidelity data system	Hawai'i and Texas spotlight



Your Experiences

- Which, if any, of the challenges have you experienced when implementing coaching?
- Which, if any, of the strategies have you used to offset implementation challenges? What was the impact?



State Story: Hawai'i

Implementing Coaching to Support the Hawai'i SSIP



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State Systemic Improvement Plan

Based on stakeholder input and feedback (2014), the Hawai'i Department of Education identified the following State Identified Measurable Result as the focus of the SSIP.

Proficiency

Percentage of third- and fourth-grade students with disabilities taking the Smarter Balanced Assessment (SBA) for English Language Arts (ELA)/Literacy for the following three eligibility categories:

- 1) Other Health Disabilities (OHD)
- 2) Specific Learning Disabilities (SLD)
- 3) Speech or Language Disability (SoL)

Growth

The median growth percentile of fourth-grade students with eligibility categories of OHD, SLD, and SoL on the SBA for ELA/Literacy



SSIP Improvement Strategies

- Building capacity and collaboration for sustainable statewide improvements using professional learning communities.
- Implementing and evaluating the effectiveness of chosen evidence-based practices for improving student performance.
- Engaging students, parents, and community members by using the Leading by Convening framework.



Language and Literacy Initiative

- The purpose of the Language and Literacy Initiative (LLI) is to improve the language and literacy proficiency of students with disabilities (K–3) by providing teachers with evidence-based professional learning on language and literacy instruction using the LETRS professional development curriculum and ongoing coaching.



Coaching as the Key to Instructional Change

- Train Complex Area (CA) Literacy Coaches to fidelity in foundational language and literacy instruction **and effective coaching strategies.**
- Train CA cohorts of special education and general education teachers to fidelity in foundational language and literacy instruction.
- **Provide ongoing, job-embedded coaching by CA Literacy Coaches** for special education teachers and general education teachers to implement effective language and literacy instruction with fidelity.



Getting Started With Coaching

- Key Activities
 - Collaboratively discussing and defining [coaching](#).
 - Sharing information about coaching with the field to build awareness and secure buy-in.
 - Providing in-depth [training](#) for Literacy Coaches on [effective coaching strategies](#), coaching protocols, and the coaching cycle.
 - Monitoring [implementation fidelity](#) of coaching strategies.
 - Soliciting teacher [feedback](#) on coaching practices.
 - Ensuring [fidelity of implementation](#) of instructional practices.
 - [Recruiting teacher cohorts](#) for LLI.



Reflections and Reactions

- What questions do you have about providing coaching for teachers in your schools?
- How might your context develop a definition of coaching and deliver training for coaching? What might be some potential benefits of taking these actions?



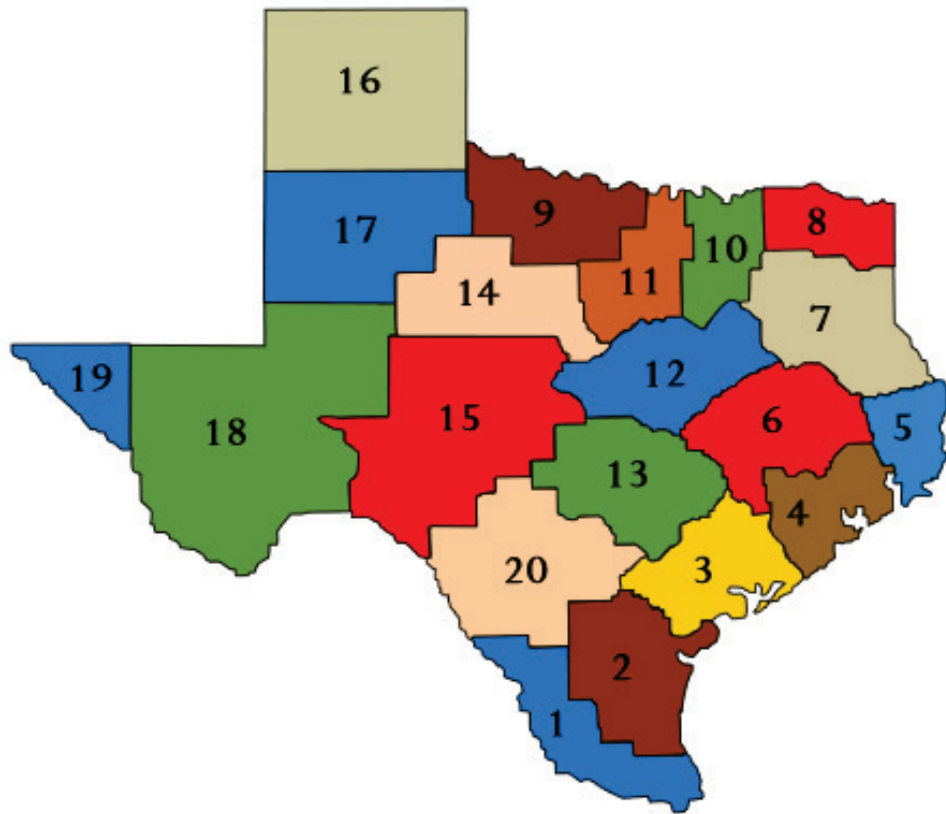
State Story: Texas



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Texas Snapshot—Education Service Centers



Texas has 20 Education Service Centers (ESCs) helping to support

- 1,200+ school districts and charters,
- nearly 9,000 campuses,
- about 5.5 million students,
- more than 700,000 students with disabilities, and
- over 223,000 special education teachers.



Texas Snapshot—Technical Assistance Networks



TIER

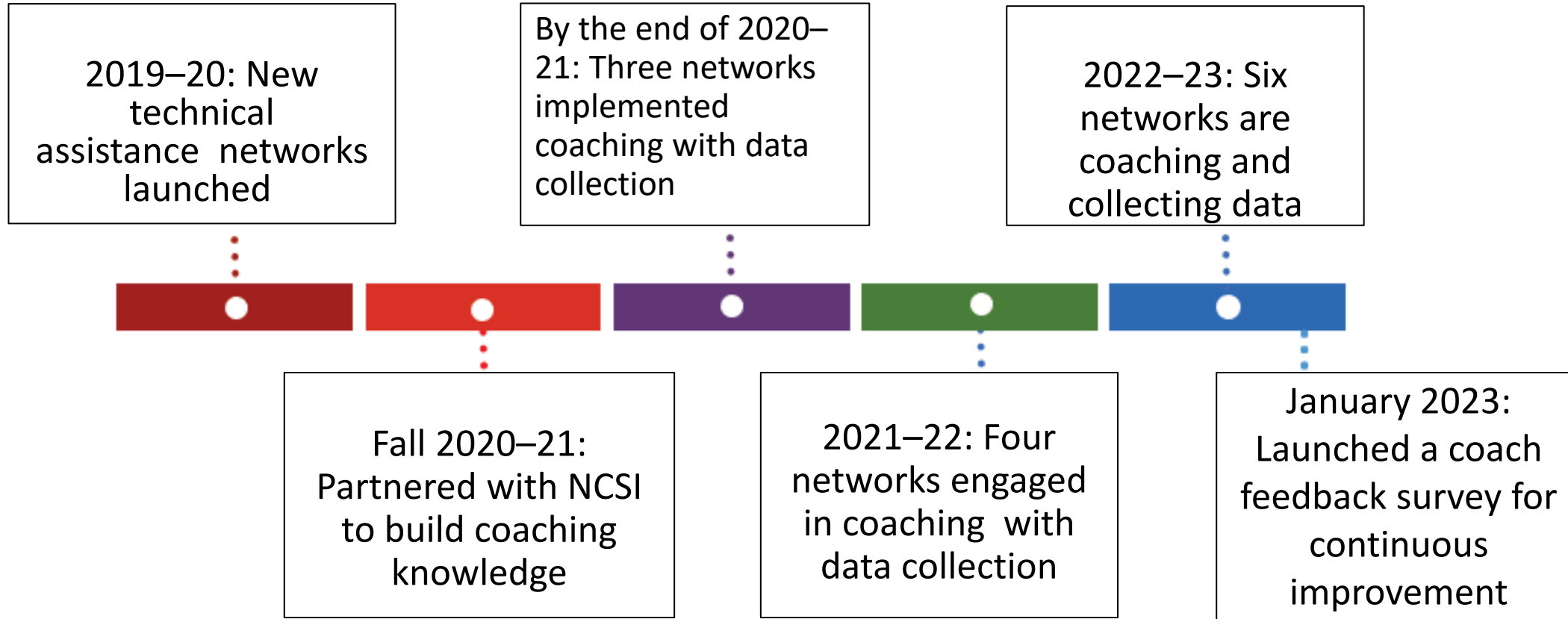


Networks address specific needs and provide resources and training with a consistent message across the state.

- Child Find, Evaluation, and ARD Supports Network
- Texas Statewide Leadership for Autism Training (TSLAT)
- Tiered Interventions using Evidenced-based Research (TIER)
- Texas Complex Access Network (TX CAN)
- Texas Sensory Support Network (deaf and hard of hearing, visual impairment, deaf-blindness)
- Student-Centered Transitions Network



Timeline of Coaching Work

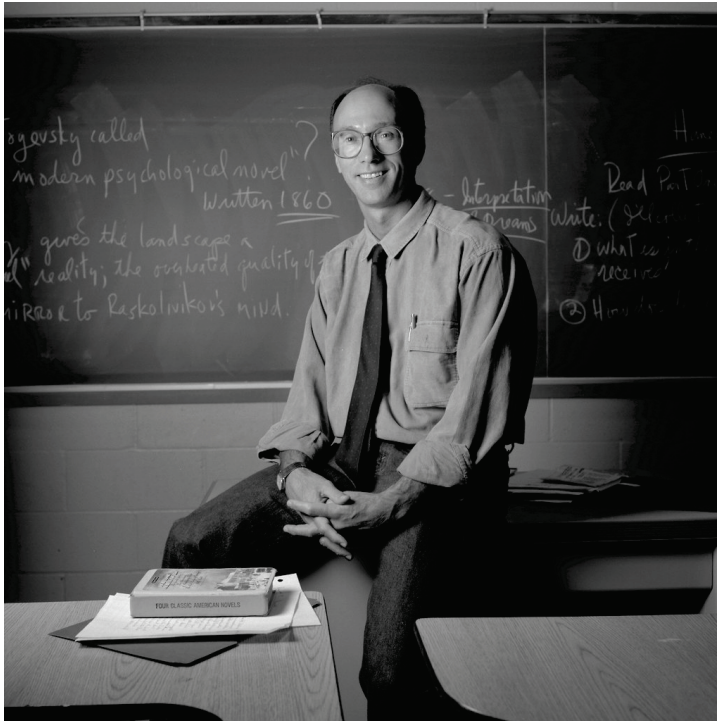


Coaching Year 1: 2020–21

- Established norms and expectations (stakeholder feedback).
- Conducted initial training on evidence-based coaching practices (NCSI).
- Discussed a standing topic in quarterly meetings (NCSI support).
- Developed and shared resources.
- Leveraged existing documents and training modules already developed by NCSI.
- Identified one or two key trainings per network that would be targeted for coaching (focused energy).
- Developed FAQs throughout the year.



Technical Assistance Network Definition of Coaching



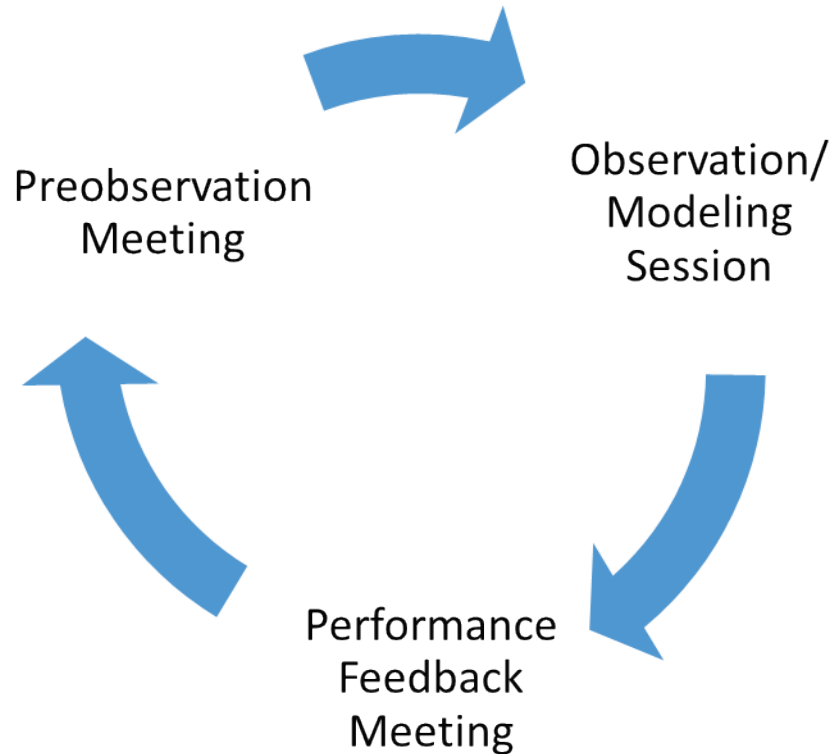
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Coaches provide supports to educators who have attended TEA network-developed training to help them effectively implement training components in practice. To achieve this goal, coaches build strong alliances with educators while engaging in a three-step cycle (preobservation, observation/modeling, and performance feedback) grounded in effective coaching practices.

Training alone, even high-quality training that incorporates skill practice, is not coaching



Coaching Cycle



Educators and coaches engage in three separate interactions (preobservation meeting, observation/modeling session, and performance feedback meeting) to complete one coaching cycle. The entire cycle, or parts of the cycle, may be completed remotely to the extent practicable based on the specific training being coached.

Coaching cycles follow the initial training the educator participated in.



Coaching Years 2 and 3 (2021–22 and 2022–23)

- TEA staff host onboarding training for new coaches.
- Provide open-door coaching sessions (NCSI support).
- Compile and share data.
- Include a coaching topic on the agenda at every quarterly meeting.
- Regularly collaborate on ideas for recruiting coaching participants.
- Continue to refine our data collection methods.
- Launched a survey to get feedback from the educators being coached.
- Expanded the variety of trainings that had follow-up coaching.



Coaching is Voluntary: Recruitment Challenges

Ideas that have helped with recruitment include the following:

- Signing up for times right after training
- E-mailing administrators to let them know about follow-up support
- Not calling it coaching
- Team training and team coaching
- Sharing quotes from educators

What Ideas do you have?

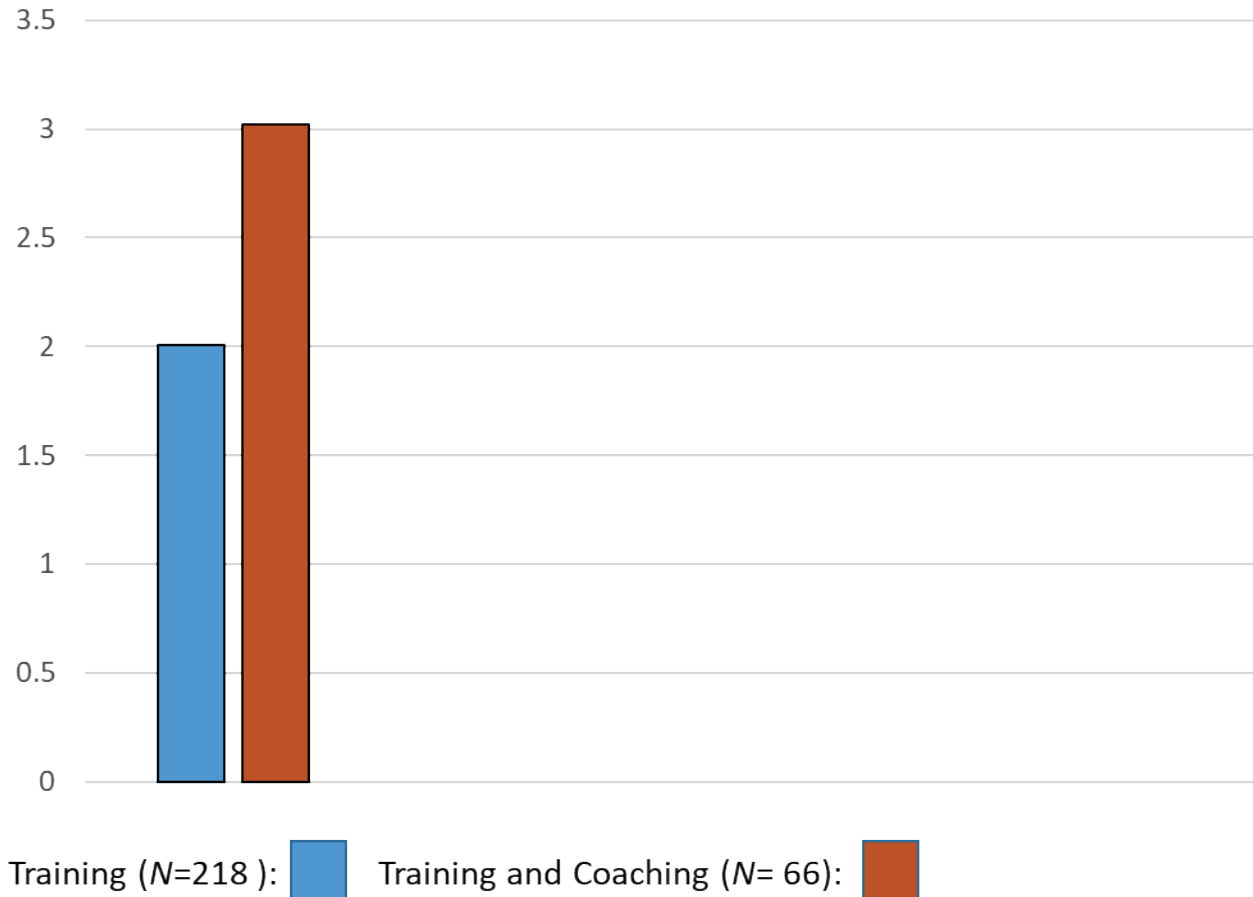
What have you seen work?



Fidelity of Implementation Scale



Individualized Education Program Goal Training Coaching Data Summary



Beginning: minimal or no evidence of essential elements

Emerging: partial implementation of essential elements

Proficient: full implementation of essential elements

Leader: full implementation; extends beyond what was taught and could serve as a model



Feedback From Educators

“

Environment was very welcoming and positive! Coaching was engaging and useful information.

”

“

It was a great experience, and we are still practicing. I would like to meet again and possibly have the coaching a little slower. Learned a lot! thank you!!

”

“

In person coaching with Cindy was so valuable. She was able to see things happen in real time and give feedback not only on how I responded but also to how both of my paraprofessionals responded. I would welcome Cindy in my classroom any time to offer feedback and advice!

”

“

I have learned so much through coaching on implementing the different EBP's and how to affectively use the strategies and help other teachers.

”



Reflections and Reactions

- What is one key takeaway you have about implementing coaching now that you have learned about two state journeys?
- What do you think are burning issues in coaching that we have not addressed in this session?



Closing Reflections

- What information from this session will you take back to your team?
- What are one to three steps that you/your team could take to strategically implement coaching?



Session Wrap-Up



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Thank You!

- We appreciate your participation in the session.
- Please complete the session evaluation. Your feedback matters to us!
- Reach out to us! We'd love to chat further with you.
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THANK YOU!

The contents of this document were developed under a grant from the US Department of Education, #H326R190001. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer: Perry Williams (October 2019)

