



Systems Coaching: Coaching For Competence and Impact

Coaching Inventory Discussion Tool

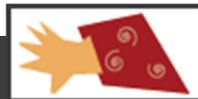
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The purpose of this tool is to help Teams understand the current coaching infrastructure and identify which coaching functions currently exist.

Introduction

There is little disagreement whether or not coaching serves an important role in education. As described in Brief #1, there are different “types” of coaching; individual, team, and systems. All of these types of coaching serve different functions and all play a critical role in ensuring that Evidence-Based Practices (EBPs) or Evidence-Informed Innovations (EIs) can be sustained and improved for generations of students to come.

Review of Coaching “Types”

According to Duda and Barrett (2013) there are three main “types” of coaching that essential in Educational Settings:

Coaching Individuals for behavior change

The focus is on skill acquisition and application of the skill in context after training has occurred. Coaches provide support and performance feedback (content specific: academic, behavior) to ensure use, fluency and acceptable adaption of trained skill.

Coaching Teams or Groups for Team behavior change

The focus shifts from individual to team or groups and coaching focuses on skills related to collaboration and facilitation, and group dynamics as the team applies new skills in context.

Systems Coaching for creating organizational support to facilitate alignment and practitioner competence.

The focus is on organizational support and change and involves working simultaneously at multiple levels of the system. System coaches work to create alignment to ensure that service supports, guidance documents, and policies support organizational change that is in service to staff delivering the EBP/EI as intended.

“There was a moment in sports when employing a coach was unimaginable—and then came a time when not doing so was unimaginable. We care about results in sports, and if we care half as much about results in schools and in hospitals we may reach the same conclusion”

Atul Gwande - New Yorker Magazine

Coaching Inventory Discussion Tool

Instructions:

Recommended Participants:

It is recommended that this discussion be completed by a team of individuals responsible for ensuring that EBPs/EIIs are used as intended. The team should include individuals representing the priority or mandated EBPs/EIIs that are currently in place at your school, district/division or state.

Coaching Inventory Discussion Tool

Process:

Provide each member of the team a copy of this document. Depending on the size of the group, the Team may decide to sequentially work through the tool articulating the coaching roles and functions for the coaches who are supporting the implementation of the EBP/EII. The Team may want to break up into smaller groups, work on sections or the entire document and then share back with the large group.

It is helpful to decide who will facilitate this process and will take notes.

TIP: This process is meant to be “all positive all the time” and to help identify the coaching strengths that are currently in place.

DATE: _____ **INDIVIDUALS COMPLETETING THIS FORM:** _____

- 1. With your team, define coaching. Be as behaviorally specific as possible.**

- 2. Think about all of individuals in your school, district/division or state that play the role of a “coach”. Complete the following table:**

Coaching Inventory Discussion Tool

Name or Initials of Coach.	Briefly describe their role and functions. (Can use "Type" of coaching from previous page; individual, team, system)	How many people or teams receive coaching from this coach?	How were they <u>selected</u> to serve as a coach?	Did they receive training for this role? Describe.	Is the coach " <u>coached</u> " for this position? Describe.	How do you collect information on <u>impact of coaching</u> ?	Is the work of the coach tied to a particular EBP/EII? Please list all that apply.	Is coaching a part of this individual's job description? Describe.
				<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW			<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW
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Please use as many pages as necessary.

3. Work through the following Team Reflection Questions:

1. What themes emerged from the discussion?
2. What are some strengths your organization has for supporting coaches to coach?
3. What are some strengths your organization has to sustain the coaching functions and practices?
4. What are some strengths your organization has to support coaching coach competence? To support teacher competence?
5. Did you find that most of your coaches were internal or external to your organization?
6. Were there coaching functions missing?
 - a. If so, what are they?
 - b. Is this something your team can develop in the next 6 months? 12 months?
 - c. What would be the next right step to improve coaching functions?
7. Were there “systems” to support the development and sustainability of coaching?
 - a. If so, what are they?
 - b. Is this something your team can develop in the next 6 months? 12 months?
 - c. What would be the next right step to improve system supports for coaching?
8. What are the next “right” steps to ensure that sustainable coaching functions are supported?
9. What are the next “right” steps to ensure coaching is demonstrating the intended impacts?

References

Duda, M.A. & Barrett, S. (2013). Systems Coaching: Coaching for Competence and Impact. Brief #1 Defining Coaching. Unpublished Instrument. Frank Porter Graham Child Development Institute. University of North Carolina Chapel Hill.

Gwande, A. (2011). Personal Best. The New Yorker. Published October 3, 2011.

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