Element III. Professional Development and Coaching

Overview

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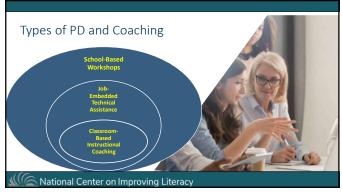
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Element III. PD and Coaching

The school's professional development (PD) and coaching system is the primary way high-quality implementation and continuous improvement of MTSS-R and its major elements is achieved. Before MTSS-R implementation begins all staff should receive PD and coaching in high-quality implementation. After MTSS-R implementation begins all staff should receive ongoing PD and coaching as needed to continuously improve MTSS-R implementation.

- Section 1: General Considerations
- Section 2: School-Based Workshops
- Section 3: Job-Embedded Technical Assistance
- Section 4: Classroom-Based Instructional Coaching

MTSS-R IMPLEMENTATION CHECKLIST V.3

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Types of PD and Coaching

School-Based Workshops

Job-Embedded Technical Assistance

Classroom-Based Instructional Coaching

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School-Based Workshops

Purpose: Ensure all school personnel (including leadership) develop the working knowledge necessary to drive improvement efforts in the MTSS-R practices.

- PD workshops should focus on building a solid knowledge base in:
  1. the science of reading
  2. MTSS-R implementation
  3. high-quality implementation of reading instruction and intervention in Tiers I, II, and III

- Training is provided to all relevant staff prior to implementation

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Job-Embedded Technical Assistance

- **Purpose:** On an ongoing basis, support reading instructional staff to plan and deliver high-quality reading instruction, incorporating student and implementation data.

- Job-embedded TA includes:
  - Professional Learning Communities (Grade-Level Meetings)
  - Practice-Based Learning Opportunities
  - Out-of-Classroom Practice

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Classroom-Based Instructional Coaching

- **Purpose**: On an ongoing basis, train and support reading instructional staff in classroom settings to implement high quality reading instruction and support students to become independent, successful readers.
- Classroom-based instructional coaching includes:
  - Implementation Data Collection
  - Model Lessons
  - Side-by-Side Coaching
  - Performance Feedback

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Ensure professional development and coaching is data-driven

When planning for PD and coaching supports, examine available implementation and student data

- Individual teacher level data - informed by fidelity of implementation data
- Grade level data - student performance and/or teacher fidelity of implementation data
- Schoolwide data - student performance and/or teacher fidelity of implementation data

Gaumer Erikson, A.S., Noonan, P.M., Brussow, J. & Supon Carter, K. (2016)

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EXAMPLE: Review School and Grade-Level Student Data

School Goal:

80% of students performing in the core support range.

Black = core support, or minimal risk
Gray = strategic support, or some risk
White = intensive support, or at risk

Grade	Beginning		
K	n=40	3 (8%)	4 (10%)	33 (83%)
1st	n=35	8 (23%)	10 (29%)	17 (49%)
2nd	n=39	13 (33%)	6 (15%)	20 (51%)
3rd	n=36	9 (25%)	7 (19%)	20 (56%)
All	n=328	60 (18%)	59 (18%)	209 (64%)
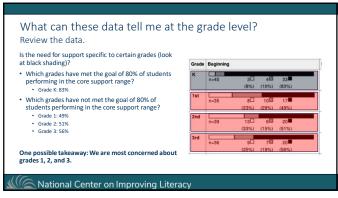
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What can these data tell me at the school level?

Review the data.
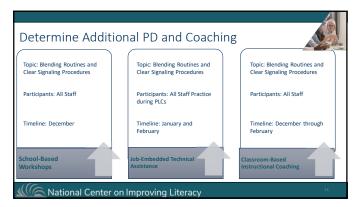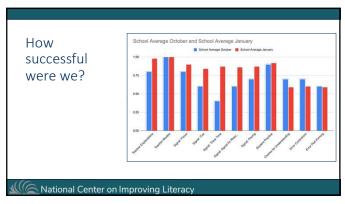
How many students at our school…

- Scored in the intensive support/at risk range (white)? 60 (18%)
- Scored in the strategic support/some risk range (gray)? 59 (18%)
- Scored in the core support/minimal risk range (black)? 209 (64%)

One possible takeaway: Only 64% of the students in the school scored in the core support range, so we've identified a need for support.

Grade	Beginning		
K	n=40	3 (8%)	4 (10%)	33 (83%)
1st	n=35	8 (23%)	10 (29%)	17 (49%)
2nd	n=39	13 (33%)	6 (15%)	20 (51%)
3rd	n=	9 (25%)	7 (19%)	20 (56%)
All	n=328	60 (18%)	59 (18%)	209 (64%)

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Slide 10

What can these data tell me at the grade level?
Review the data.

Is the need for support specific to certain grades (look at black shading)?
- Which grades have met the goal of 80% of students performing in the core support range?
  - Grade K: 83%
- Which grades have not met the goal of 80% of students performing in the core support range?
  - Grade 1: 49%
  - Grade 2: 51%
  - Grade 3: 56%

One possible takeaway: We are most concerned about grades 1, 2, and 3.

Grade	Beginning			
K	n=40	3 (8%)	4 (10%)	33 (83%)
1st	n=35	8 (23%)	10 (29%)	17 (49%)
2nd	n=39	13 (33%)	6 (15%)	20 (51%)
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Implementation Data:

What can we learn?

School Average October vs.

Bar chart with categories: Teacher Explanations, Teacher Models, Signal: Focus, Signal: Cue, Signal: Think Time, Signal: Signal for Resp., Signal: Pacing, Student Practice, Checks for Understanding, Error Corrections, Error Part-Firming

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Implementation Data:

What can we learn?

School Average October vs.

Bar chart with categories: Irregular Words Part 1, Irregular Words Part 2, Phoneme Blending, Sound-Spelling Cards, Letter Names, Sound-Spelling Review, Affix Introduction, Affix Review, Blending, Regular Words, Contractions Introduction, Contractions Review, Decodable Text Accuracy, Decodable Text Fluency, Phoneme Segmentation, Dictation

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Determine Additional PD and Coaching

Topic: Blending Routines and Clear Signaling Procedures

Participants: All Staff

Timeline: December

School-Based Workshops

Topic: Blending Routines and Clear Signaling Procedures

Participants: All Staff Practice during PLCs

Timeline: January and February

Job-Embedded Technical Assistance

Topic: Blending Routines and Clear Signaling Procedures

Participants: All Staff

Timeline: December through February

Classroom-Based Instructional Coaching

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How successful were we?

School Average October and School Average January

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How successful were we?

What are our next steps?

School Average October and School Average January
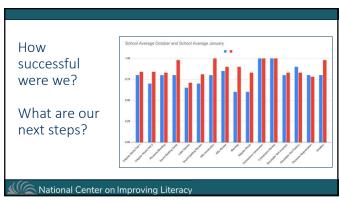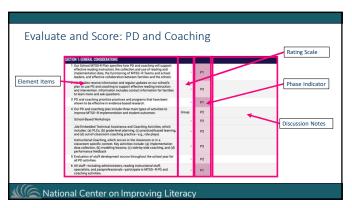
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Element III. Professional Development and Coaching

Evaluate and Score

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Evaluate and Score: PD and Coaching

Rating Scale

Element Items

Phase Indicator

Discussion Notes

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Element III. PD and Coaching

Work with your team and score each section of this Element.

MTSS-R IMPLEMENTATION CHECKLIST V.3

- Section 1: General Considerations
- Section 2: School-Based Workshops
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