



*Improving Schools,  
Engaging Students*

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## *Guide for Practice . . .*

### **Guide for Planning Coaching for SEAs/LEAs to Establish a Unified and Comprehensive System of Learning Supports**

October, 2013

This Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspice of the School Mental Health Project, Dept. of Psychology, UCLA. Center for Mental Health in Schools.

(310) 825-3634;

E-mail: [smhp@ucla.edu](mailto:smhp@ucla.edu)

Website: <http://smhp.psych.ucla.edu>

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## Preface

Coaching and mentoring are critical elements in moving in new directions for student and learning supports. In September, we found that our resources on system change and change agents did not adequately address these overlapping roles and functions. So we quickly pulled together a working draft of a resource and sent it to folks involved in making the transformation to a unified and comprehensive system of learning supports. We sent it both as an aid and for feedback.

Then, we immediately began the process of improving the guide.

The present version provides more information about the different roles and the overlapping functions of coaches and mentors with respect to facilitating systemic change in education. It clarifies that an early focus is on guiding strategic planning for systemic change and the establishment of the essential mechanisms and processes required to carry out the work. It also provides examples of fundamental capacity building concerns in developing and implementing a unified and comprehensive system of learning supports.

Appended as aids for strategic planning are an illustration of a set of mechanisms and their functions in accomplishing the work, examples of fundamental tasks to be addressed, notes on initial strategic planning for ongoing capacity building and implementation of systemic changes with a view to sustainability.

While the focus is on coaching and mentoring, this resource also should be helpful to those learning what must be done to get from here to there in unifying and then developing, over a period of few years, a comprehensive system of learning supports.

As we do with all our resources, we want to treat this as a working draft and continue to improve it. With this in mind, we invite your feedback. Send to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu).

We look forward to hearing from you.

Sincerely,

Howard Adelman & Linda Taylor  
Co-directors

## Planning Coaching for SEAs/LEAs to Establish a Unified and Comprehensive System of Learning Supports

*Homeostasis, fear, and push-back make change on any scale a real challenge.*

D. Rock & R. Donde

In transforming education, well-designed leadership coaching and mentoring can make a critical difference in effectively building capacity for systemic change. Both internal and external coaches and mentors play key roles. Over time, the aim is to prepare a cadre of internal leaders so they become the primary system change agents and capacity builders for replicating and sustaining new directions on a large scale. For example, in working with a SEA and regional agencies, a coach/mentor should enable the leadership to facilitate the establishment and capacity building of system change mechanisms at LEAs. Leaders at LEAs should learn how to facilitate establishment and capacity building of system change mechanisms at schools.

### Coaches and Mentors: Overlapping Functions, Different Roles

In discussions of coaching and mentoring, it is not uncommon to hear: “It’s all about relationships!” Certainly a good *working* relationship is essential. However, relationships that don’t achieve organizational aims are superfluous at best and sometimes are counterproductive. The key to good working relationships is carefully defined roles and functions and well-designed mechanisms for planning, implementation, and formative and summative evaluation.

With specific respect to transforming education, the emphasis is on major systemic changes at SEA, regional, LEA, and schools levels. Leadership preparation for such systemic change requires developing an in-depth understanding of and commitment to the adopted new directions and related skills for effecting the necessary systemic changes. These are matters coaches and mentors usually are called upon to address.

Coaches and mentors have overlapping functions and usually share a range of abilities. However, their roles differ. Coaching generally is a short term process focused on specific tasks. Mentoring is expected to be a longer term process focused on deepening understanding, offering guidance, and anticipating and addressing problems.

As coaches and mentors attend to the complexities of facilitating large scale systemic change (e.g., across a school district, across all districts in a state), the work requires continuous capacity building. For external coaches and mentors, this involves working with leaders to solidify and deepen their understanding and commitment to desired new directions. As part of this work, time is devoted to ensuring the transformative vision is translated into a “design” document. This is followed by in-depth help focused on developing a strategic system change plan to guide the process. Strategic planning stresses (a) developing and implementing the work in phases, (b) fidelity to the essential features of the new directions, (c) ways to account for differences among and within agencies (at regional, district, school levels), and (d) sustainability. Based on the strategic plan, coaches and mentors assist in establishing and building the capacity of the set of mechanisms required to accomplish transformative change. As the work proceeds, the need is for appropriate monitoring of process and progress and related problem solving and refinements.

All this calls for at least weekly contact/support (note: the coaching literature underscores the used of e-coaching for this), followed by periodic (e.g., monthly) onsite visits.

## **Developing and Implementing a Unified and Comprehensive System of Learning Supports: Examples of Fundamental Capacity Building Concerns**

As noted, the capacity building concerns confronting coaches and mentors overlap. The following examples are from work on transforming current student and learning supports into a unified and comprehensive system.

The first concerns are ensuring basic understanding of the system to be developed and creating a high level of commitment among a critical mass of those responsible for making it a reality. The next set of concerns involves ensuring these leaders have a substantive understanding of and can build capacity for what must be done to get from here to there.

Introductory presentations begin the process of addressing the first concerns. Introductory presentations, of course, are not sufficient. Subsequent coaching and mentoring must be done in ways that deepen understanding, interest, and commitment to moving forward.

In addressing the second set of concerns, again the initial work involves presentations that specifically clarify the processes involved in system change, as well as some of the problems that usually arise. Subsequent coaching and mentoring helps clarify tasks to accomplish and guides preparation of a design document, a strategic plan for systemic change, and establishment of the essential mechanisms and processes required to carry out the work.

As aids for strategic planning, Appendix A illustrates a set of mechanisms and their functions in accomplishing the work; Appendix B highlights tasks to be addressed; Appendix C provides notes on strategic planning for ongoing capacity building and implementation of systemic changes with a view to sustainability.

### **About the Mechanisms**

Mechanisms specifically established to facilitate systemic change are temporary ones put in place until the transformation is successfully made. The mechanisms and tasks need to be customized with respect to differences at state, regional, district, and school levels and differences within regions, districts, and schools. The customization is done in ways that ensure that capability for accomplishing major tasks is not undermined.

It is essential that these mechanisms not be created as just another staff assignment. As each mechanism is established, the focus of coaches and mentors is on

- enlisting a broad enough range of key leaders (e.g., those leaders directly involved with student and learning supports and others such as leaders for instruction, school improvement, data/evaluation)
- ensuring group/team members understand each mechanism's functions and interrelationship
- providing the type of capacity building that ensures members understand the essence of what needs to be accomplished and are committed to the importance of the work
- assisting in development of clear action plans.

*A couple notes of caution:* Initially, some on the team will see the work as distracting/competing with their current focus and efforts. Coaches and mentors need to watch for

this and spend enough time to (a) help members see how the work is fundamental to school improvement and successful instruction for many students and (b) elicit their strong commitment and leadership in developing the new directions. Also, it is common for leaders to start strong but given the many challenges of their jobs and the complexities of systemic transformation, they need well-focused ongoing support that keeps them from becoming distracted and/or overwhelmed.

## Concluding Comment

The announcement for a recent webinar offered by Education Week and the American Institutes for Research on the topic of *Leadership Coaching* stated: “Strong leaders who set and maintain direction are the heart of a successful school turnaround. A single person, however, cannot effectively create the kind of change required in consistently underperforming schools. Effective turnaround and transformation processes require developing district leadership and creating an effective school leadership team.” It is evident that a single person is an insufficient change agent mechanism. And, while a leadership team at the school level is necessary, we hope that the above discussion makes it clear that transformative systemic changes involve tasks requiring more than the efforts on one team.

## A Few References

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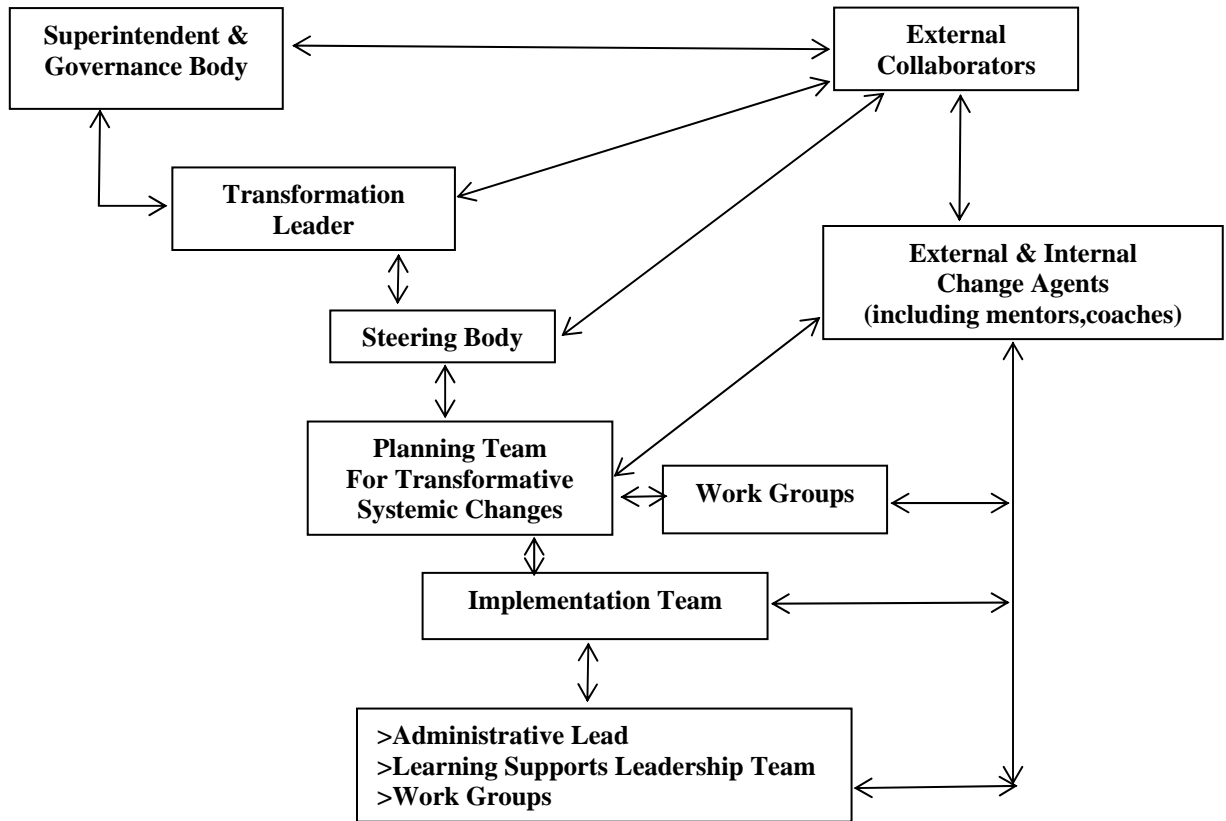
[http://www.davidrock.net/files/Driving\\_Organisational\\_Change\\_with\\_Internal\\_Coaching\\_Programs.pdf](http://www.davidrock.net/files/Driving_Organisational_Change_with_Internal_Coaching_Programs.pdf)

Also see extensive references in *Developing Leadership at the Top*.(2007). A categorized bibliography prepared by the Center for Creative Leadership Library.

<http://www.ccl.org/leadership/pdf/community/DevelopingLeadershipAtTheTop.pdf>

## Appendix A

### Unifying and Developing a Comprehensive System of Learning Supports: Systemic Change Mechanisms\*



\*These mechanisms are needed at the SEA and at LEAs. At the SEA, the focus is on changes in the department and planning and facilitating roll-out and roll-on at LEAs.

At each level, any given staff member may be part of several of the above mechanisms.

*The next pages highlight some of the key functions of each mechanism.*

## Functions of the Systemic Change Mechanisms

Once the Design Team has produced its document, the need is for establishing and preparing a set of temporary systemic change mechanisms. These are illustrated on the previous page. Below are some of the key functions of each mechanism. Note these functions are working examples meant to clarify what each does and how it interacts with the others.

### Superintendent and Governing Body –

#### *Functions*

- appoints the transformation leader
- ensures policy is in place to facilitate unifying and developing a comprehensive system of learning supports and implementing the necessary systemic changes
- uses a variety of platforms and venues to indicate championship of the new system and to inform and engage key stakeholders
- reviews regular reports on progress and addresses barriers that interfere with moving forward
- institutionalizes the changes into policy, the organizational and operational infrastructures, strategic plans, budgets, and standards and accountability indicators
- uses external collaborators to obtain consultation, professional development, and technical assistance as necessary
- celebrates progress
- 

**Transformation Leader** – Logically this is the administrative leader for student and learning supports.

#### *Functions*

- provides leadership and oversight in maintaining the vision and supporting progress
- works with superintendent and governing body to facilitate the above functions
- establishes and works with all systemic change mechanisms
- ensures provisions are made for the capacity building of each mechanism to ensure each can carry out its functions effectively
- provides opportunities for interchange & additional in-depth presentations to build a critical mass of consensus for and engagement in systemic changes
- works with external collaborators to obtain consultation, professional development, and technical assistance as necessary
- monitors and evaluates progress and addresses barriers that interfere with moving forward
- provides regular reports on the work to superintendent and governing body
- celebrates progress
- 
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**Steering Body** -- consists of “champions” who agree to steer the process. (Some members of the group may also be internal coaches and mentors.) The members must have an in-depth understanding of what is involved in unifying and developing a comprehensive system of learning supports and be highly motivated not just to help get things underway but to ensure sustainability.

### ***Functions***

- provides a broad-based and potent leadership and oversight mechanism for maintaining the vision and overseeing and supporting progress
- provides support for the Transformation Leader
- champions the new system and ensures that key stakeholders are informed and engaged
- arranges for and analyzes the mapping of resources and infrastructure and delineates implications for systemic change
- reviews and approves the action plan the Planning Team develops
- monitors and evaluates progress and addresses barriers that interfere with moving forward
- works with external collaborators to obtain consultation, professional development, and technical assistance as necessary
- recommends policy changes to facilitate unifying and developing a comprehensive system of learning supports and implementing the necessary systemic changes
- uses a variety of platforms and venues to indicate championship of the new system
- recommends ways to institutionalize and sustain the systemic changes (e.g., changes in organizational and operational infrastructure, strategic plans, and budgets; capacity building)
- celebrates progress
- 
- 
- 

**Composition.** The Steering Group should not be too large. For example, membership should include a few well-connected “champions” and the key change agents (e.g., the administrative leader and other system change staff) who have responsibility for implementation.

**Process.** Initially, the group probably needs to meet formally once a week, with informal contacts among members as needed. The external collaborators can help provide capacity building input for the group (and the other systemic change mechanisms as they are established). Progress monitoring and process problem solving requires regular input from key change agents. Periodically, to work against the perception that it is a closed, elite group, it can host "focus groups" to elicit input and feedback, provide information, and problem solve.



**Planning Team** for Transformative Systemic Changes – This team develops action plans accounting for both direct implementation and systemic change considerations. The focus of initial action planning is on start-up and phase-in. These involve specific steps and can be broken down into specific tasks for action planning and monitoring of progress. The members must have an in-depth understanding of what is involved in unifying and developing a comprehensive system of learning supports and be highly motivated not just to help get things underway but to ensure sustainability.

### *Functions*

- prepares draft action plan for start-up and phase-in
- establishes work groups as necessary to help with plan development
- submits plan for revision and eventual approval
- once approved, prepares a draft plan for sustainability
- submits sustainability plan revision and eventual approval
- ensures the Implementation Team develops the capacity to carry out the plan effectively
- develops a benchmark tool to monitor progress
- works with external collaborators to obtain consultation, professional development, and technical assistance as necessary
- adapts and reworks plans as needed
- 

**Composition.** The Planning Team should not be too large. It needs members who are experienced in formulating action plans and who understand the limitations and gaps in the current system. Logical members are representatives from the Steering Group, the Design Team, and others involved in leadership for school improvement and providing learning/student supports. Where special expertise is needed, work groups can be used.

**Process.** This should be a time-defined task requiring about 4 weekly meetings, with drafts prepared and shared between meetings. The focus in meetings is on clarifying feedback and guidance for improving sections of the plan that are under development. The external collaborators can help provide capacity building input for the group. To ensure input from those who have been identified as key stakeholders, the team can share the working products of their efforts and encourage feedback. Such an interactive process helps to build consensus and create readiness for action.

**Implementation Team** -- This team facilitates both direct implementation and systemic change as laid out in the action plan.

### *Functions*

Focus is on implementing specific start-up and phase-in action plan with a view to sustainability. Examples of tasks include

- establishing operational infrastructure for unifying and developing a comprehensive system of learning supports (e.g., Administrative Lead, Learning Supports Leadership Team, Work Groups)
- ensuring infrastructure establishes processes for communication, visibility of the work, information management, problems solving, etc.
- working to increase stakeholder readiness for, commitment to, and engagement in planned changes
- ensuring capacity building for implementation
- ensuring progress is monitored and that plans are revised as needed
- working with external collaborators to obtain consultation, professional development, and technical assistance as necessary
- celebrating progress
- 

**Composition.** At each level (department, region, district, school), an Implementation Team consists of 2-3 personnel who are specifically designated and trained to facilitate the planned systemic changes at that level.

**Process.** At each level (department, region, district, school), an Implementation Team works with the leader who is responsible for the systemic changes. At the department and regional levels, the transformation leader and the Steering Team can constitute an implementation team.

At the district level, each district will need to develop such a team. The team will first facilitate the changes at the district level and then establish a pattern and schedule for working with each participating school and families of schools.

The external collaborators/change agents can help provide capacity building input for all involved in implementation.

*Examples of benefits from drawing on external expertise.*

**External Change Agents** (including mentors, coaches). Such change agents can add major value in deepening understanding and facilitating implementation of a unified and comprehensive system of learning supports and doing so in ways that enhance sustainability.

*Functions*

Focus is on facilitating the development and operation of all mechanisms, including

- capacity building (including mentoring and coaching) with an emphasis on creating readiness and commitment both in terms of motivation and skills, team building, providing technical assistance, and organizing basic interdisciplinary and “cross-training”
- priority setting
- support in carrying out specific tasks
- communication, liaison, interface among mechanisms
- formative evaluation, progress monitoring, rapid problem solving, and accountability
- ongoing support
- recommending revisions in planning as needed
- celebrating progress
- 

**External Collaborators** (e.g. UCLA, Scholastic)

*Functions*

- providing prototypes and expertise for both direct implementation and systemic change considerations
- providing professional development and ongoing technical assistance
- customizing and creating additional implementation and outreach tools as needed
- championing and sharing the work nationally and providing regional and state level platforms
- including the work as part of new directions for student and learning supports dissemination and diffusion efforts
- connecting leadership with other state and district leaders who are implementing the work in order to help problem solve and share best practice
- supporting overview documentation and progress/outcomes/impact
- celebrating progress

## Appendix B

### Some Major Tasks for Coaches/Mentors to Help Address as a Unified and Comprehensive System of Learning Supports is Established

Coaches and Mentors can prepare leaders to

- Deepen the understanding of and enhance committed readiness for what is involved in
  - >unifying & developing a comprehensive learning supports system
  - >making systemic changes
- Establish and build the capacity of the administrative leader for the learning supports component and of a Learning Supports Leadership Team
- Engage a critical mass of key stakeholder groups (building interest and consensus for the work and garnering feedback and support)
- Guide development of a design document and strategic system change plan
- Establish and build the capacity of a set of system change mechanisms
- Build the capacity of work group(s) to
  - >map prevailing status of student and learning supports within the district (e.g., current activity, gaps, redundancies, priority needs, etc.) using the intervention framework in the design document
  - >analyze the resource map and priority needs and recommend
    - >>how to unify the work into a system
    - >>yearly priorities for developing the system into a comprehensive approach
  - >analyze and recommend changes that fit with the design for a unified and comprehensive system of learning supports with respect to
    - >>current policies (bulletins, guidelines, etc.)
    - >>current operational infrastructure
    - >>current programs and initiatives
    - >>possible ways to redeploy resources
    - >>adapt benchmarks & mechanisms to monitor progress at district/school levels
- Provide a set of recommendations for change that will be submitted to the agency head (e.g., changes in policy and operational infrastructure)
- Fully integrate the system as a primary and essential component of school improvement
- Enhance component visibility, communication, sharing, and problem solving (e.g., within the district and beyond)
- Establish a system for continuous quality improvement and evaluation of impact and integrate it into regular planning, evaluation, and accountability
- Connect resources to enhance effectiveness and achieve economies of scale (e.g., weaving resources at SEA and LEA levels; connect a "Family" of schools/a feeder pattern)
- Enhance outreach to establish formal collaborative linkages with community resources
- Update and deepen resource mapping and analyses
- Plan and implement continuous capacity building and technical assistance
- Celebrate progress

## Appendix C

### *Notes on Strategic Planning for Ongoing Capacity Building & Implementation of Systemic Changes with a View to Sustainability*

The first steps are to establish the planning team, delineate their functions, and build their capacity to draft an effective action plan that focuses on direct implementation and systemic change considerations.

The focus of the initial action planning is on start-up and phase-in. These stages of systemic change involve specific steps and can be broken down into specific tasks for action planning and monitoring of progress.

For each of the following, clarify: **WHO** will carry out the task, **HOW**, and **WHEN**

**(1) Building the capacity of the department planning team.**

- (a) Review and discuss the functions of the Planning Team

*See Appendix A for list of Planning Team Functions*

- (b) Deepen the understanding of and enhance readiness for what is involved in  
>unifying and developing a comprehensive system of learning supports\*  
>making systemic changes\*\*
- (c) If mapping has not been done, plan for establishing and training a work group to map department resources relevant to student and learning supports using the intervention framework detailed in the design document
- (d) Analyze map of prevailing status of student and learning supports within the department (e.g., current activity, gaps, redundancies, priority needs, etc.)

**(2) Plan for changes within the DEPARTMENT and with REGIONAL UNITS**

- (a) Establish a work group to review and recommend changes that fit with the design for a unified and comprehensive system of learning supports with respect to  
>current policies (bulletins, guidelines, etc.)  
>current operational infrastructure  
>current programs and initiatives  
>possible ways to redeploy resources
- (b) Build the capacity of the work group to carry out its tasks and provide the group with technical assistance as needed
- (c) Review and revise work group's recommendations
- (d) Submit recommendations to Superintendent
- (e) Plan ways to enhance component visibility, communication, sharing, and problem solving within the department and beyond
- (f) Establish a work group to develop a set benchmarks and mechanisms for monitoring progress  
>in the department and at regional units  
>at a district  
>at a school
- (g) Plan a system for continuous quality improvement and evaluation of impact and integrate it into Department's regular planning, evaluation, and accountability

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\*Plan as part of scheduled department professional development, including plans for external collaboration for PD and Technical Assistance

\*\*Plan as part of scheduled special professional development for all involved in facilitating systemic changes, including plans for external collaboration for PD and Technical Assistance

### **(3) Plan for Start-up and Phase-in with DISTRICTS**

- a) Establish a work group to develop information resources and supports to provide district leadership to enable them to clarify the following for district stakeholders:
  - >the imperative for change
  - >the state's design prototype and the rationale for adopting (and adapting) it
  - >the current and future plans for roll-out to districts
  - >the systemic changes that will be involved at district and school levels and the process to be used in bringing the changes about
  
- b) Establish and build the capacity of the Department's Implementation Team to provide a district with
  - > guidance
  - >facilitation of organizational change and personnel capacity building (including PD designed for spiral learning to deepen understanding)
  - >facilitation of systemic change and inclusion of the work into the school improvement and related strategic plans
  - >continuous problem-solving
  - >constant support for getting from here to there.

***See Appendix A for list of Implementation Team Functions***

- c) The Department's Implementation Team will need to have a plan of action for carrying out the following introductory tasks:
  - >initial presentations to key district leadership
  - >a follow-up personal session with each superintendent and key district leaders to enhance readiness and commitment
  - >review of overview document delineating how the department will work with the District leaders to *facilitate (help them)* start-up and phase-in a unified and comprehensive system to address barriers to learning and teaching and re-engage disconnected students. (See Exhibit on next page.)
  
- d) The Implementation Team will need to have a guide for establishing a District Steering Team and for providing capacity building and ongoing technical assistance for this team.

## Exhibit

### Tasks the Department Needs to be Ready to Help the District Accomplish

- Deepening the understanding of and enhancing committed readiness for what is involved in
  - >unifying & developing a comprehensive learning supports system\*
  - >making systemic changes\*\*
- Establishing and building the capacity of a district administrative leader for the learning supports component and the District Learning Supports Leadership Team
- Engaging a critical mass of key stakeholder groups (building interest and consensus for the work and garnering feedback and support)
- Guiding design adoption/adaptation & development of strategic system change plan
- Establishing and building the capacity of a set of system change mechanisms
- Building the capacity of work group(s) to
  - >map prevailing status of student and learning supports within the district (e.g., current activity, gaps, redundancies, priority needs, etc.) using the intervention framework in the design document
  - >analyze the resource map and priority needs and recommend
    - >>how to unify the work into a system
    - >>yearly priorities for developing the system into a comprehensive approach
  - >analyze and recommend changes that fit with the design for a unified and comprehensive system of learning supports with respect to
    - >>current policies (bulletins, guidelines, etc.)
    - >>current operational infrastructure
    - >>current programs and initiatives
    - >>possible ways to redeploy resources
    - >>adapt benchmarks & mechanisms to monitor progress at district/school levels
- Providing a set of recommendations for change that will be submitted to the superintendent (e.g., changes in policy and operational infrastructure)
- Fully integrating the system as a primary and essential component of school improvement
- Enhancing component visibility, communication, sharing, and problem solving (e.g., within the district and beyond)
- Establishing a system for continuous quality improvement and evaluation of impact and integrate it into regular planning, evaluation, and accountability
- Enhancing component visibility, communication, sharing, and problem solving within the district and beyond
- Establishing a system for continuous quality improvement and evaluation of impact and integrate it into District's regular planning, evaluation, and accountability
- Connecting a "Family" of schools (e.g., feeder patterns)
- Enhancing outreach to establish formal collaborative linkages among district-wide and with community resources
- Updating and deepening resource mapping and analyses
- Planning and implementing continuous capacity building and technical assistance
- Celebrating progress

\*Plan as part of scheduled department professional development, including plans for external collaboration for PD and Technical Assistance

\*\*Plan as part of scheduled special professional development for all involved in facilitating systemic changes, including plans for external collaboration for PD and Technical Assistance

#### **(4) Plan for Start-up and Phase-in with SCHOOLS**

- a) Establish and build the capacity of a District Implementation Team to provide a school with
  - > guidance
  - > facilitation of organizational change and personnel capacity building (including PD designed for spiral learning to deepen understanding)
  - > facilitation of systemic change and inclusion of the work into the school improvement and related strategic plans
  - > continuous problem-solving
  - > constant support for getting from here to there.

*See Appendix A for list of Implementation Team Functions*

- b) The District's Implementation Team will need to have a plan of action for carrying out the following introductory tasks:
  - > initial presentations to key school leadership
  - > a follow-up personal session with each principal and key school leaders to enhance readiness and commitment
  - > review of overview document delineating how the district will work with the school leaders to *facilitate (help them)* start-up and phase-in a unified and comprehensive system to address barriers to learning and teaching and re-engage disconnected students. (See Exhibit on next page.)
- c) The Implementation Team will need to have a guide for
  - > establishing a School Steering Team and for providing capacity building and ongoing technical assistance for this team
  - > working with the Steering Team to adapt information resources and supports to provide school leadership to enable them to clarify the following for school stakeholders:
    - >> the imperative for change
    - >> the state's design prototype and the rationale for adopting (and adapting) it
    - >> the current and future plans for roll-out to districts and schools
    - >> the systemic changes that will be involved at the district and school level and the process to be used in bringing the changes about

*AND, of course, it is essential to continuously celebrate accomplishments.*

Note: Subsequent planning can address phases 3 and 4 of systemic change.



## Exhibit

### Tasks the District Needs to be Ready to Help Schools Accomplish

- Deepening the understanding of and enhance committed readiness for what is involved in
  - >unifying & developing a comprehensive learning supports system\*
  - >making systemic changes\*\*
- Establishing and building the capacity of a school administrative leader for the learning supports component and the School's Learning Supports Leadership Team
- Engaging a critical mass of key stakeholder groups (building interest and consensus for the work and garnering feedback and support)
- Guiding design adoption/adaptation & development of strategic systemic change plan
- Establishing and building the capacity of a set of systemic change mechanisms
- Building the capacity of work group(s) to
  - >map prevailing status of student and learning supports within the school (e.g., current activity, gaps, redundancies, priority needs, etc.) using the intervention framework in the design document
  - >analyze the resource map and priority needs and recommend
    - >>how to unify the work into a system
    - >>yearly priorities for developing the system into a comprehensive approach
  - >analyze and recommend changes that fit with the design for a unified and comprehensive system of learning supports with respect to
    - >>current school policies
    - >>current operational infrastructure
    - >>current programs and initiatives
    - >>possible ways to redeploy resources
    - >>adapt benchmarks & progress monitoring mechanisms at school
- Providing a set of recommendations for change that will be submitted to the principal (e.g., changes in policy and operational infrastructure)
- Fully integrating the system as a primary and essential component of school improvement
- Enhancing component visibility, communication, sharing, and problem solving within the school and beyond
- Establishing a system for continuous quality improvement and evaluation of impact and integrate it into regular planning, evaluation, and accountability
- Connecting a "Family" of schools (e.g., feeder patterns)
- Enhancing outreach to establish formal collaborative linkages with district and community resources
- Updating and deepening resource mapping and analyses
- Planning and implementing continuous capacity building and technical assistance
- Celebrating progress

\*Plan as part of scheduled district professional development, including plans for external collaboration for PD and Technical Assistance

\*\*Plan as part of scheduled special professional development for all involved in facilitating systemic changes, including plans for external collaboration for PD and Technical Assistance