

Coaching Cycle Components and Functions for Systems-Level Coaching

Coaching occurs within a cycle (plan, act, reflect). Table 7 outlines the coaching cycle components and functions for **systems-level** coaching and definitions across low, medium, and high levels of intensity, as described in the [Matrix of Coaching Support Models](#).

Table 7. Coaching Cycle Components and Functions for Systems-Level Coaching

Components	Description	Low	Medium	High
Plan	Pre-meeting <ul style="list-style-type: none"> ▪ Surface goals and priorities ▪ Plan actions to moving toward goals 	Discuss expectations for the team meeting and create a plan for improving facilitation.	Prepare for the team meeting and set concrete goals for facilitation changes. This means setting goals related to evidence-based changes and coming up with a plan for data collection.	Prepare for the team meeting, create concrete goals and action steps for implementing goals. This means setting goals based on evidence-based facilitation and leadership changes, creating a data collection and analysis plan and concrete action steps for implementing and recording changes. This could include rehearsal and/or use of resources to assist with facilitation preparation.
Act (Observe and Assess)	Meeting observation <ul style="list-style-type: none"> ▪ Engage in actions identified during planning 	Observe in a limited capacity. This means observing and taking notes on potential facilitation changes and discussion points for post-observation debrief. Or Use self-reflection during the post-observation activity.	Observe and collect information in a systematic way, focusing specifically on goals set during planning. Make note of facilitation changes and make on-the-spot adjustments when needed, including prompting specific goal-oriented facilitation changes. Record data collection procedures.	Observe and collect information in a systematic way, focusing specifically on goals set during planning. Make note of facilitation changes and intervene with concrete supports when needed, including modeling and/or prompting critical skills and giving on-the-spot suggestions to adjust actions. Collect data that can be used in the post-observation debrief.

Components	Description	Low	Medium	High
Analyze and Reflect	<p>Debrief</p> <ul style="list-style-type: none"> Feedback to facilitate self-reflection and moving forward 	<p>Post-team meeting debriefs should focus on expectations discussed in the pre-meeting and observation or self-reflection notes. Post-observation debriefs should set the stage for the next pre-meeting and concern potential changes to facilitation surrounding expectations and observation.</p>	<p>Post-team meeting debriefs should focus on specific goals discussed in the pre-meeting and observation notes. Post-observation debriefs should set the stage for the next pre-meeting and concern facilitation changes to address any specific deficits toward goal completion. In addition, post-observation debriefs can include information about evidence-based implementation.</p>	<p>Post-team meeting debriefs should focus on specific goals and action steps discussed in the pre-meeting, specific evidence-based interventions, and observation notes. Post-team meeting debriefs should set the stage for the next pre-meeting and concern facilitation changes to address any specific deficits toward goal completion. In addition, post-observation debriefs should include information about evidence-based implementation and should be oriented toward team progress related to the identified team goals and mission.</p>

The coaching functions below can be used throughout the coaching cycle

Coaching Functions	Description	Low/Facilitative	Medium/Collaborative	High/Instructive
Prompting, Questioning, Facilitating	Actions aimed at building new skills in natural context and/or learning new skills outside of natural context	Ask questions to promote self-reflection, anticipation, and goal setting in planning and debriefing.	Ask questions to promote self-reflection, anticipation, and goal setting in planning and debriefing; and include materials and resources designed to promote team facilitation skills.	Ask questions to promote self-reflection, anticipation, and goal setting in planning and debriefing; and include materials and resources designed to promote team facilitation skills. Prompting and facilitating can include visual, verbal, and nonverbal gestures, as well as modeling of critical skills in the natural context.
Fluency Building	Repeated opportunities to use new skills, preferably soon after training	Fluency building involves team-meeting opportunities to attempt new skills.	Fluency building involves team-meeting opportunities, as well as opportunities to attempt new skills in controlled environments, such as during planning and/or reflection.	Fluency building involves team-meeting opportunities, as well as opportunities to attempt new skills in controlled environments, such as during planning and/or reflection and small-group professional development opportunities. High-intensity fluency building includes dedicated opportunities to attempt and critique new skills in controlled and heavily scaffolded environments.

Coaching Functions	Description	Low/Facilitative	Medium/Collaborative	High/Instructive
Performance Feedback	Information on performance of and shaping of trained skills	Performance feedback involves discussions on team-meeting observations and expectations during the post-observation debrief.	Performance feedback involves discussions on team-meeting observations and expectations during the post-observation debrief. Discussion should be focused specifically on goals and evidence-based facilitation changes and should conclude with concrete action steps.	Performance feedback involves discussions on team-meeting observations and expectations during the post-observation debrief. Discussion should be focused specifically on goals and evidence-based facilitation changes, as well as systems changes, and should include concrete action steps. Performance feedback can include readings and opportunities to attempt new skills in a controlled environment and should include discussion of potential systems changes (data collection).
Adaptation	Modify trained skills to fit local culture and context; suggest and encourage adaptations	Adaptation involves tailoring coaching cycles to fit the specific team. Expectations for a Tier 3 DBI team should be planned for and observed differently than a district MTSS team. Coaches must consider culture and context.	Adaptation involves tailoring coaching cycles to fit specific student populations. Goal setting, as well as team facilitation strategies, should fit the specific team. Strategies known to support teams in engaging in well-defined, structured processes (e.g., scripts and graphic organizers used in DBI initial meeting) may not be the best option for teams addressing less well-defined aims (e.g., integration of restorative practices in a behavioral core). A focus on systems (MTSS) can encourage individual students' adaptations.	Adaptation involves tailoring coaching cycles to fit specific student populations. Goal setting, as well as team facilitation strategies, should fit the specific team. Strategies known to support teams in engaging in well-defined, structured processes (e.g., scripts and graphic organizers used in DBI initial meeting) may not be the best option for teams addressing less well-defined aims (e.g., integration of restorative practices in a behavioral core). In high levels of support, there should be a focus on using systems (MTSS, PBIS) to fit instruction to specific students and student population needs.

