

Coaching Skills, Attributes, and System-Level Components for Tiered Supports Models

Effective coaches have a dynamic skill set that encompasses content, organizational, and relational expertise. These skills fall into the categories of (1) focus; (2) communication and relational; (3) knowledge of teaming; (4) knowledge of reading, math, and/or behavioral instruction; and (5) knowledge of assessment practices. Coaching in these skills is provided across the implementation stages. Table 4 details key skills needed in each implementation stage, as related to tiered support models and DBI.

Table 4. Coaching across the Implementation Stages

Coaching Skills, Attributes, Systems-Level Components	Implementation Stage: Exploration	Implementation Stage: Installation	Implementation Stage: Implementation
Understanding of Focus and Context	<ul style="list-style-type: none"> Systems-level understanding of DBI teaming structures within MTSS Educator-level understanding of tiered supports and data-based decision making 	<ul style="list-style-type: none"> Systems-level refinement (team autonomy) Educator-level coaching on instructional practices and DBI implementation at student level 	<ul style="list-style-type: none"> Gradual release of coaching supports to ensure sustainability Educator-level autonomy and self-reflection
Communication and Relational	<ul style="list-style-type: none"> Develop relationship Promote buy-in Develop a communication protocol Establish coaching norms 	<ul style="list-style-type: none"> Discuss processes and protocols for instructional observations Raise concerns and hear people's concerns 	<ul style="list-style-type: none"> Address adaptive challenges in individual or group situations
Content Knowledge: Teaming	<ul style="list-style-type: none"> Form DBI team Conduct readiness and needs-assessment activities 	<ul style="list-style-type: none"> Support DBI team with establishing meeting agendas and protocols Gradually release DBI team facilitation to school personnel 	<ul style="list-style-type: none"> Support DBI team with refining their teaming processes to ensure efficiency Provide feedback on teaming processes and support with DBI fidelity checks



Coaching Skills, Attributes, Systems-Level Components	Implementation Stage: Exploration	Implementation Stage: Installation	Implementation Stage: Implementation
Content Knowledge: Reading, Math, and/or Behavioral Instruction or Intervention	<ul style="list-style-type: none"> ▪ Coach shares examples that demonstrate expertise ▪ Identify current practices in place and areas of focus ▪ Observe and describe behavior 	<ul style="list-style-type: none"> ▪ Establish schedules and routines ▪ Model and scaffold instructional practices and/or review examples and nonexamples ▪ Provide formative feedback on instructional practices 	<ul style="list-style-type: none"> ▪ Provide meaningful recognition for improved instructional practices ▪ Support with content-specific instructional strategy fidelity checks
Content Knowledge: Assessment Practices	<ul style="list-style-type: none"> ▪ Identify existing data sources for progress monitoring and diagnostic assessment; come to consensus about the purposes and use of assessment ▪ Support with examining the validity and reliability of tools ▪ Identify knowledge and skills related to the purposes of assessment 	<ul style="list-style-type: none"> ▪ Establish schedules and routines ▪ Develop decision rules, especially in relation to movement across the tiers ▪ Support with fidelity checks on progress-monitoring administration ▪ Problem solve with school teams regarding data use for diagnostic purposes 	<ul style="list-style-type: none"> ▪ Gradually fade supports for data collection and use to ensure sustainability ▪ Provide consultation on specific, student-level, data-based decisions

