Why Coaching?

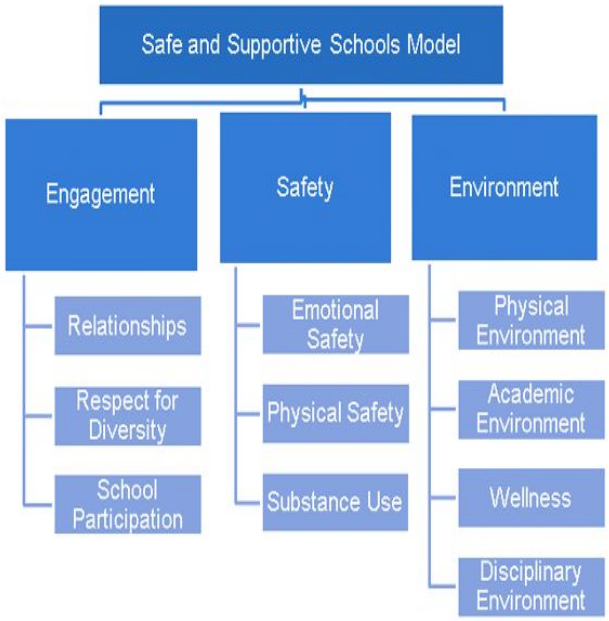
Michigan law on discipline went into effect on August 1, 2017. The new laws requires consideration of Restorative Practices as an alternative to, or in addition to suspension, except when it comes to firearms.

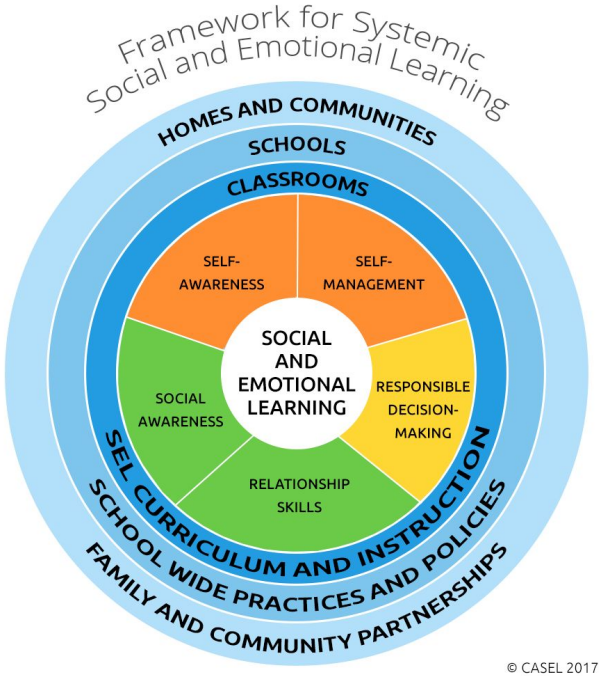
Research indicates that school staff, from administrators to teachers, spend numerous hours addressing student behavior and classroom management issues (Jensen, 2009). Integrating SEL competencies and expectations into the school environment has demonstrated a decrease in problem behaviors/behavior referrals and an increase in prosocial behaviors and academic achievement (CASEL, 2007).

Coaching provides ongoing consistent support for the implementation and instruction components. It is non-threatening and supportive—not evaluative. It gives a sense of how good professional development is. It also affords the opportunity to see it work with students. (Poglinco, Bach, Hovde, Rosenblum, Saunders, & Supovitz, 2003, as cited in International Reading Association, 2004b)

"Although many teacher preparation programs address basic principles for classroom management and general teaching practices, there is a need for additional skills for teachers and school staff to help students gain social emotional skills."

- Michigan Department of Education: SEL Competencies and Indicators 2017





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Climate and Culture Coach

Wayne-Westland
COMMUNITY SCHOOLS

Shelley Holt, Ed.D.
Superintendent

Supporting Students Together

Culture and Climate Coach Role

The Climate and Culture Coach will work collaboratively with school leaders, staff and central office personnel to support all aspects of School Culture and Climate supports for their assigned schools by:

1. Working with principals to identify areas of concern relating to school climate and student behavior,
2. Providing actionable feedback and corresponding support to promote the development of school climate components and implement targeted interventions regarding student behavior,
3. Building the capacity to analyze, synthesize, and report appropriate school climate and behavioral data,
4. Monitoring progress of the school climate initiative with the use of developed tools and resources, and
5. Supporting schools in implementing a progressive and positive approach to addressing disciplinary behavior.
6. Providing support to academic, social-emotional and behavioral issues.

Teacher Role

Teachers and Coaches will work together using best practices to enhance overall academic achievement by:

1. Assisting with the organization and implementation of school-based initiatives related to district and team priorities (including bullying prevention, positive behavior support, in-school suspension, and in-school disciplinary responses).
2. Supporting the school-level implementation of the district's philosophy and approach to student behavior and discipline
3. Supporting the effective implementation of the student disciplinary process
4. Collaborating with coach around data analysis and using data to drive instruction
5. Collaborating with other colleagues and management teams to determine opportunities for improvement
6. Asking coach for best practice resources

Administrator Role

The administrator will support the work of the coach and teachers while viewing the coach as a partner in learning, rather than an evaluator of teachers by:

1. Supporting the work of the coach and teachers
2. Working directly with coach to lead the effective implementation and continuous improvement of the specific school climate components.
3. Using data to identify and deliver school-specific targeted technical assistance and coaching to build the capacity of school staff in the following areas: (a) implementation of the code of conduct; and (b) strategies and interventions to support student behavior and promote positive school climate.
4. Helping to manage the analysis and presentation of data and progress of data-driven initiatives for senior management team and external audiences; and communicates progress to key stakeholder groups and incorporates their input.

CCSEL
Climate, Culture, and Social & Emotional Learning