

# Customized Coaching & Professional Learning EII Continuum of Supports for Integrated Plans Implementation

## Customized Coaching & Professional Learning

Previously called the ISP

### 1. What is the Customized Coaching & Professional Learning program?

This is a program that provides customized coaching and professional learning services. The program stems from legislation through the Student Investment Account (SIA) that tasks the Oregon Department of Education (ODE), and specifically the Office of Education Innovation and Improvement (EII), to develop a coaching program aimed at helping Oregon school districts meet their long-term Integrated Guidance Plan goals, inclusive of the SIA, and specifically for Longitudinal Performance Growth Targets (LPGTs) which include: 3rd grade reading, 9th grade on-track, regular attendance, four-year graduation rates and fifth year completer rates.

To accomplish this requirement, ODE, working with the Oregon Department of Administrative Services, has created a Price Agreement Structure by which coaching groups, vendors or organizations may periodically make proposals to offer professional learning and coaching services that support districts<sup>1</sup> as they work toward their Integrated Guidance goals. Submitted proposals are reviewed in an intentional process to ensure they meet ODE's standards and principles and align with existing programs and legislation. As proposals are approved, they are added to a list of pre-approved vendors that can be more quickly contracted with when coaching is needed or desired.

As of this time, professional learning and coaching services are available in the focal areas listed below. As more focal areas are solicited, this list will expand.

- Early Literacy
- Adolescent Literacy
- Fiscal Stewardship
- Community Engagement (District Level)
- Family Engagement (School and Classroom Level)
- Equitable Mindsets, Systems & Practices
- Equity Centered Data Systems
- Improving Attendance
- Leadership for Continuous Improvement
- Student Success Systems
- Mental Health & Wellness Systems

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<sup>1</sup> The term "District" is used throughout the document, which encompasses districts, charter schools, and YCEPs and JDEPs.

- Social Emotional Learning, Trauma Informed Practices, Suicide Prevention, helping districts establish partnerships with licensed mental health providers, etc.
- Supporting Multilingual Learners

## **2. How is Coaching Defined in this instance?**

Coaching is defined as sustained learning programs where relationships are established to advance a definitive aim or outcome that is customized to the context and needs of the district or school. Coaching programs can be invitational or required. Coaching programs can vary in scale, scope, and timing and may embed professional learning activities.

## **3. Who are the Coaching Vendors?**

There are multiple approved vendors and the list is expanded from time to time. We have national large entities to mid-size and small vendors. Each vendor submits a proposal which has been vetted and scored by content expert teams. Vendors are approved for one or many focal coaching areas. Rather than contacting vendors, It is best to think about what your coaching needs are first. Once you have those in mind, you can connect with a CCPL team member by contacting [ode.eii@ode.oregon.gov](mailto:ode.eii@ode.oregon.gov) who can help you think about the options. ODE will then reach out to the appropriate approved vendors on your behalf. The vendors will have an equitable opportunity to compete and submit a proposal based on your interests. Once vendors submit proposals, ODE will share them with you so you can consider each vendor and select the best fit.

## **4. How much does it cost?**

Funds are provided through the Student Investment Account for ODE to provide these professional learning and coaching services at no cost to eligible participants. Districts may incur some costs to engage in coaching services including time for a designated district contact to coordinate the coaching supports or for staff professional learning hours, stipends or substitutes, but all contracting costs are covered by the Customized Coaching and Professional Learning Program in contracts between ODE and vendors.

## **5. Who is eligible?**

All Oregon school districts, charter schools, and YCEPs/JDEPs with an approved Integrated Guidance Plan and Application that receive SIA funds are eligible to request coaching services. The Customized Coaching and Professional Learning Program may also be used to offer statewide or regional professional learning to help support new ODE frameworks or programs that are in alignment with approved focal areas, such as Oregon's Early Literacy Framework and the emerging Adolescent Literacy Framework. Individual schools that request to participate will need to obtain district level permission to ensure alignment.

## 6. How long does it take to get the coaching started? What does the process entail?

Once the interested district or school reaches out to [ODE.EI@ode.oregon.gov](mailto:ODE.EI@ode.oregon.gov) an ODE staff member will reach out to schedule a brief intake call. During this call, information is shared about the type of coaching support desired as well as local context. This information will be used by ODE and the district to find the most appropriate coaching vendor and to develop the subsequent contract. The coaching services will always start with an introduction by ODE for the district lead and the vendor lead and together they will then determine the best time to meet and start co-developing the specific coaching activities and.

The anticipated timeline is **approximately 3 to 4 months** to get the coaching up and running. The steps of the process are as follows:

Steps	District or School	ODE	*Pre-Approved Vendors
1.	Request coaching services by contacting ODE.EI@ode.oregon.gov	Schedule an intake call with interested district or school team and prepare a Coaching Statement of Interest	
2.	Review and approve the Coaching Statement of Interest	Submit the approved Coaching Statement of Interest to ODE Procurement to post the opportunity in Oregon Buys (typically this will be a 10-day turn-around).	Respond to the opportunity in Oregon Buys by the due date by submitting a quote.
3.	Review the Quotes and make a decision which one is the best fit.	Meet with the district or school team to share the quotes and support selection of vendor using the best value analysis outlined in the RFP. Work with procurement to notify the vendors of the selection.	
4.	Meet with ODE and the Vendor	Introduce the selected vendor with the coaching recipient and review the basic parameters of the contract.	Meet with ODE and the coaching recipient
5.	Begin working with the vendor to develop a customized coaching plan	Review and approve the coaching plan	Begin working with the coaching recipient to develop a customized coaching plan. Submit the coaching plan to ODE.

Steps	District or School	ODE	*Pre-Approved Vendors
6.	Begin to work with selected vendor on coaching plan activities. Review quarterly reports provided by the vendor.	Review quarterly reports. Review and approve invoices that match the coaching plan activities. Be available to support both district recipients and vendors.	Begin the work. Submit quarterly reports to the coaching recipient and to ODE. Invoice ODE in line with the coaching plan activities.

\*Pre-approved vendors are those who have submitted proposals to the ODE Multi-Focused Coaching RFP that have been reviewed, scored and accepted by teams of content experts. Approved vendors will receive a Master Service Agreement. Approved vendors will always have an opportunity to offer coaching services for coaching focal areas they are pre-approved for through the process described above at step 2.

## **7. Decisions about the number of focal coaching areas an ESD, district or school can engage:**

Generally, a district or school will have a focused area they want coaching support for such as for early literacy, or maybe both early and adolescent literacy.

In as much as is feasible, ODE will try to support any/all areas a district wants services in. However, we will also need to consider the capacity of our selected vendors, the number of requests we are receiving from the field, alignment of services and whether or not there is one pre-approved vendor that has authorization to provide the coaching for all desired coaching focal areas (to aid in both internal paperwork/procurement processes but also to support general alignment of services in that location). As such, during intake calls with potential coaching recipients, a series of questions will be asked to aide in the determination of available supports including but not limited to:

- Alignment and/or consideration to and with regional ESD offerings
- District wide support or school level support
- District authorization if a school level request
- Priority focal areas if only one area can be supported
- Impact to the local educational system (i.e. support for early literacy services would most likely impact district curriculum leaders, area directors and K-3 teachers and principals whereas support for fiscal literacy would impact a small handful of district leaders at the district level so are unlikely to cause misalignment or competing messaging).
- Desired goals or impacts of the coaching services
- Interest in collaborating with ESD partners in a subsequent partnership with a vendor
- ODE will try to utilize vendors that have authority to address each of the coaching needs within the district vs. using multiple vendors.

## **8. What are participating district responsibilities?**

- Superintendent approval to ensure alignment with district priorities as described in Integrated Plan
- Participate in selecting the best fit vendor
- Willingness to engage in at least **one year** of customizable coaching supports, documented on a coaching plan (created by the vendor in collaboration with the district), to meet district or school needs
- Provide professional learning spaces when professional learning is part of the coaching plan
- Collaborate with ESD partners (based on interest)
- Communicate effectively with district and school staff that are expected to participate
- A designated staff member to lead and coordinate the supports within their district or school and with the selected vendor
- Willingness to share experiences, successes and barriers with ODE and/or Regional Support team members

## **9. What is involved in the development of a coaching plan?**

A beginning step for all coaching recipients will be to meet and work with the selected coaching vendor. This will be a time for the district to share key information about their implementation relative to the coaching focal area. Based on this collaboration, the district will work with the coaching vendor to craft a customized coaching plan tailored to district needs (in alignment with the original statement of interest). Coaching plan activities might include, but are not limited to:

- On-site leadership support or professional learning and planning
- School or classroom visits, observations or walkthroughs
- Administrative and local coach support developing and providing feedback for teachers and instructional assistants
- Classroom modeling or side-by-side coaching with teams
- Professional learning sessions for staff including opportunities to train district educators to become coaches or leaders in the coaching focal area
- Assistance with data analysis including local sources of data, Progress Markers or LPGT areas (3<sup>rd</sup> grade reading, 9<sup>th</sup> on-track, 4-year graduation and 5-year completion rates, and regular attenders)

## **10. Program Alignment**

Will the Customized Coaching & Professional Learning supports align with other programs and legislation in Oregon? Intentional efforts to align the supports with other programs stewarded by ODE are in place and continue. Examples include but are not limited to:

- Equitable Mindsets, Practices and Systems: Coaching and professional learning may be provided under this strand to enhance culturally responsive pedagogy as required by the High School Success initiative.

Related Note: Cluster 2 of the virtual Engaging Equity Learning Series also embeds culturally responsive pedagogy in alignment with High School Success requirements.

- Mental Health: Coaching and professional learning must align with the new state Transformational Social Emotional Learning (SEL) Framework when the coaching plan includes professional learning for educators to implement SEL programming
- Early Literacy: Coaching and professional learning must be aligned to the new Oregon Early Literacy and emerging Adolescent Literacy Framework

Additional details and nuances for Literacy:

The Customized Coaching and Professional Learning Program under the Student Investment Account (SIA) and the Early Literacy Grants are two separate programs. A few key distinctions include:

- Districts and schools may select into the program for their coaching and professional learning needs in the area of early literacy with confidence that all vendors have been thoroughly vetted and are fully in alignment with the Oregon Early Literacy Framework (and must also be so when the Oregon Adolescent Literacy Framework is published).
- A district opting into the program for early literacy does not pay for the services; whereas , a district may choose to utilize their Early Literacy Success School District Grant (ELSSDG) funds to contract with approved providers specifically for Early Literacy professional development, coaching and/or high dosage tutoring as permitted by the grants' allowable uses.
- Some of the pre-approved vendors for early literacy coaching area may also be listed as approved providers for the Early Literacy Success School District Grant and others may not. This is because the requirements to be listed for the Early Literacy Success School District Grant have different statutory requirements in order for districts and schools to utilize their early literacy grant funds in this area.

Note regarding the new Early Literacy Success School District Grant Applications and Plans

- One of the grant application requirements is that applicants must submit a plan to provide and ultimately report on professional development and coaching, extended learning programs, and high-dosage tutoring. The information shared in planning and reporting is about an applicant's overall literacy implementation and is not narrowed just to the ELSSDG fund source. Applicants may use other fund sources to operationalize these activities and will report on the status of implementation regardless of fund source.
- A district could request early literacy coaching through the Customized Coaching and Professional Learning Program to provide professional learning and coaching for district leadership, coaches, specialists, teachers and instructional assistants. Professional learning and coaching for district leaders, teachers and staff (for early literacy) can be described in the district's early literacy plan. Participation in early literacy coaching may be a part of a district's Early Literacy Success plan and reporting, even though a district is not required to spend any Early Literacy Success funds towards this activity.

## 11. Examples of state and district level work the Customized Coaching & Professional Learning Program offers and limitations:

### State Level Work

What the program can do	What the program cannot do
<p>Professional Learning to support state initiatives, new frameworks and programs</p> <ul style="list-style-type: none"> <li>• Delivery of PL at conferences</li> <li>• Delivery of PL regionally</li> <li>• Participate in state meetings to learn into state initiatives, frameworks and programs</li> <li>• Create supportive PL materials for use during delivery</li> <li>• Example of what can work: Vendors can be asked to present on the new Oregon Literacy Framework or elements therein</li> </ul>	<p>Create content resources, materials, or frameworks, including doing the research for state initiatives, new frameworks and programs</p> <ul style="list-style-type: none"> <li>• Example of what can't work: creating the Oregon literacy framework, related guidance or module</li> </ul>

### District Level Work

What the program can do	Where the boundaries are
<p>Meet with districts to help ascertain the current level of implementation in the focal area</p> <p>Co-develop coaching and PL plans with the district</p> <p>Provide in person coaching services for district staff, school staff</p> <p>Aim to build capacity</p>	<p>Minimum of at least one year commitment (not just a PD event)</p>

### School Level Work

What the program can do	Where the boundaries are
<p>Meet with school staff to help ascertain the current level of implementation</p> <p>Co-develop coaching and PL plans with the school</p> <p>Provide in person coaching services for school staff</p> <p>Aim to build capacity</p>	<p>Minimum of at least one year commitment (not just a PD event)</p> <p>need district permission</p>

### Regional Level Work

What the program can do	Where the boundaries are
<p>Determine a common need for PL and coaching aligned to the pre-approved focal areas between ESD and regional support ODE staff</p> <p>Run regional offerings such as in- person PD events followed by onsite district follow up and/or communities of practice</p> <p>In the case that a regional support mechanism is developed with an ESD, the ESD may use their ESD support dollars to offset participants' costs with the caveat that the dollars cannot be simply passed through to districts. This is something that ESDs could begin building into their draft comprehensive support plans as applicable.</p> <ul style="list-style-type: none"> <li>• Food costs would be allowable using general SSA TA dollars</li> <li>• Paying for space for professional learning can be paid for through ESSA Partnership dollars or the SSA TA funds.</li> <li>• As ESD regional plans are built, the activities and associated costs should be included into the draft comprehensive support plan.</li> </ul>	<p>Regional Support &amp; ESD Liaisons- please check w/ ODE program staff for potential (capacity/allowability) before launching requests. (Regional work of this nature may require more capacity from vendors and we would want to track this in advance of official requests in order to manage expectations, ensure equity of service and capacity).</p>



## **12. How can I learn more?**

For general questions, districts can first connect with EII staff they engage with, including Regional Support team members. For other questions or to express interest in getting coaching, please email [ODE.EII@ode.oregon.gov](mailto:ODE.EII@ode.oregon.gov)

## **13. How can new vendors or individuals become approved coaching providers?**

Pre-approved ODE Customized Coaching & Professional Learning Program vendors are groups, organizations or companies that have:

- entered, through a formal process, a proposal to the Department of Administrative Services and the Oregon Department of Education (ODE)
- successfully completed the evaluation process
- a fully executed Master Service Agreement with ODE

Should you, your organization or group wish to submit a proposal to be considered as an approved vendor, please ensure the following:

1. Register with [Oregon Buys](#)
2. Contact [ODE.EII@ode.oregon.gov](mailto:ODE.EII@ode.oregon.gov) and ask to have your vendor name added to our “contact list” and include your contact information. When new opportunities for this program arise, your name will be included for notifications by the Department of Administrative Services. ODE provides the list of contacts to the Department of Administrative Services. This list of contacts is later cross-referenced with people registered in Oregon Buys - which is how you will get notified about opportunities to submit a proposal. ODE is unable, once the RFP is posted, to contact potential vendors about the opportunity.
3. Watch for opportunities to submit your proposal to ODE Multi-Focused Coaching for the Customized Coaching & Professional Learning Program in Oregon Buys.