CSESA Years 3-5

CSESA Model

Coaching Manual

Foundations of Coaching

Coaching is a form of embedded, sustained professional development through ongoing relationship with a school implementer or group of implementers in cyclical process used to:

- Refine existing skills and/or acquire new skills

- Support implementer's ability to apply new knowledge

- Focus on content that utilizes data to inform practice

- Encourage recognition of individual expertise and professional growth

The coach engages in focused pre-observation conversations with the school implementer(s), conducts observations of implementation, provides modeling of evidence based practices and interventions, and then uses questioning and other communication skills to build a coaching relationship to empower the school implementer(s) to reflect on their practices.

CSESA Coaching

Coaching of the CSESA model involves specific content and a specific process with specific individuals and groups.

Coaching on content related to:

- CSESA components
- Focused evidence-based practice (EBP) based on priority goals or specific to CSESA components
- APERS feedback

Coaching is a process conducted:

- One-on-one with A-team members implementing CSESA components and related EBP
- In small groups with school staff implementing the CSESA Model (e.g., 2 staff facilitating SCI, 4 teachers implementing PRISM, 3 Transitioning Together facilitators)
- With the whole A-Team as they implement the CSESA model and its specific components

Coaching should:

- Include at least one check in with A-Team coordinator per week
- Be conducted during the 6 hours, on average, of direct contact with implementers at CSESA school per week
- The development of a plan for implementation for each student that includes professional development activities

Coaching Activities & Process

The following are descriptions of coaching and non-coaching activities.

Non-Coaching Activities

The next section describes coaching activities. Activities which are not representative of coaching include:

1. **Coaching is not consulting.** The consultant provides answers to questions. The coach helps the implementer find their own answers.
2. **Coaching is not training.** The trainer introduces the implementer to new information. The coach helps the implementer identify what they need to use that information well. The coach helps the implementer practice their use of the information. The coach facilitates the implementer's reflection on their use of the information and helps the implementer plan for future use of the information.
3. **Coaching is not supervision.** The supervisor tells the implementer what they are doing well and not well. The coach helps the implementer reflect on their own implementation so that they are able to identify their own challenges and strengths.
4. **Coaching is not therapy.** The therapist helps their client identify gaps and inconsistencies between their intentions and impact. The coach assumes competence in the implementer and supports the implementer in identifying how to use their strengths and address their challenges.

CSESA Coaching Activities

Check-In: A *Check-In* should be <u>conducted at least weekly</u> with the school's A-Team coordinator. This *Check-In* should last about 20-30 minutes and should consist of: (1) a review of the last week's activities, (2) a review of the plan for the current week, (3) a discussion of any concerns or questions related to implementation, and (4) development of an action plan to attend to these if needed. If someone other than the A-Team coordinator is the primary implementer of a CSESA component then that person should also be involved in the *Check-In* (joining face-to-face meeting or Skype call with A-Team coordinator, including on email). The *Check-In* should be preferably conducted face-to-face, but if it is more feasible and convenient to both the A-Team Coordinator and the CSESA team member the *Check-In* can be conducted by phone or by email. Log this email on the coaching contact. Emails other than the *Check-In* do not needed to be logged as coaching contacts.

Coaching Cycle: The coaching cycle is the process of coaching of individual school implementers or small groups of implementers. <u>At least 6 hours a week should be spent in direct contact with school implementers a week. Most weeks coaching will comprise a significant portion of that time.</u> A coach may spend a full day in a school or 6 hours spread across a week. For example, at one intervention school the coach spent about 4 hours coaching across 2 days, while the remainder is spent on a PRISM training for the A-team, updating the principal briefly, 30 minutes of downtime to review notes and update logs, and brief connections with school implementers around logistics.

The length of time spent in each of the components of this cycle (e.g., planning, pre-observation, action/observation, post-observation) will vary from week to week based on a number of factors such as when

the intervention component was introduced, whether all training has been conducted, the skill level of the school implementer, and so on.

The coach engages in planning for implementation for the school and each CSESA student, focused pre-observation conversations with the inviting partner(s), observes them while working, takes action by modeling and offering feedback based on fidelity checklists of CSESA components and EBPs, and then uses questioning and other communication skills to build a coaching relationship to empower inviting partner(s) to reflect on and shape their practices.

School Planning – The development of the CSESA School Planning Menu and the APERS Action Plan, resulting from the APERS debrief, provide the school-level content for coaching. These school plans begin the coaching cycle. While the APERS Action Plan occurs once the CSESA School Planning Menu could happen multiple times as different components are added to the implementation process. For example, the A-Team could meet with their coach once a semester to review the plan and make changes and additions.
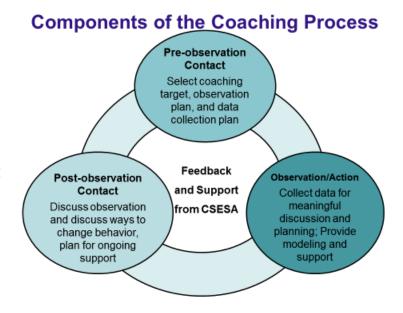
Student Planning – The development of the Student Planning Menu continues the coaching cycle at the student level. After identifying the priority goals for your individual students (from SSSC and GAS goals), A-Team will select the Core CSESA Components and evidence-based practices to best meet identified needs for each student.

For each intervention chosen complete the implementation plan by identifying – the specifics of implementation, how data will be gathered, needed resources (e.g., materials, technology), and what professional development supports will be required to ensure effective implementation (e.g., training, coaching). This plan provides the blueprint for the beginning of the coaching relationship with each individual implementer or group of implementers.

Pre-observation – Pre-observation consists of the negotiation of the content of coaching and/or training for the week. This negotiation should take place in person preferably or by email/phone. Pre-observation can be conducted following the post-observation from the previous week. In which case, a quick summary should be done at the beginning of the week of coaching to ensure that all team members are still in agreement. Pre-observation includes making decisions about the following:

1. What will be worked on (e.g., CSESA component, APERS feedback, specific EBP)
2. How it will be worked on (e.g., planning meeting, training, modeling, feedback session, observation)
3. When and where it will be worked on
4. What resources/actions are needed (e.g., space to meet, communication

Components of the Coaching Process

Pre-observation Contact
Select coaching target, observation plan, and data collection plan

Feedback and Support from CSESA

Post-observation Contact
Discuss observation and discuss ways to change behavior, plan for ongoing support

Observation/Action
Collect data for meaningful discussion and planning; Provide modeling and support

with teacher that CSESA coach will be in classroom)

Observation and Action – During the observation and action phase of the cycle the coach is providing support through observation, feedback, and modeling to the extent needed by the school implementer(s). The content of the support focuses on implementation of CSESA Components, implementation of APERS feedback, and/or implementation of specific EBP needed to meet GAS goals related to CSESA Components.

Examples of Coaching Activities:

1. Meeting with 2 facilitators of SCI as they plan their implementation of one of the lessons. Being available to answer questions and remind them of aspects of the lesson that they might be forgetting.

2. Observing the implementation of a PRISM-related EBP and giving feedback in the moment on fidelity of implementation

3. Modeling (see description to the right) of CSR group process in the moment.

4. Checking with A-Team on their progress implementing APERS feedback

5. Meeting with A-Team coordinator to discuss overall progress on CSESA model implementation

6. Strategizing with A-Team on how best to implement peer networks and supports after the training

7. Watching videotape of AAL session with school implementers. Support their reflection on their fidelity of implementation, problem solving, and planning for future implementation by asking open-ended questions related to their implementation, student responses, their specific challenges/concerns, and so on.

8. Observing a video of a Transitioning Together session and facilitating a reflection discussion over Skype with the implementer before the next session

9. Discussing over Skype with a school implementer an intervention plan on the use of an organizational system for a student; observing live over Skype the school implementer working with a student on a organizational system; reflecting with the implementer over Skype how the intervention went in order to make a plan for future implementation

10. Observing an SCI session and providing in the moment modeling on giving students Specific Verbal Feedback (SVF) and then having school implementer continue providing SVF while coach is taking data

Modeling
Modeling provides opportunities for school implementers to observe and try various strategies embedded in components and EBPs. Modeling should not involve the coach taking over a majority of the implementation during that session. It gives the implementer a chance to observe implementation to fidelity and then try it themselves. Modeling should include these steps:
a. Joint discussion of what will be modeled and why
b. Give school implementer something specific to observe or do during modeling
c. Model while school implementer observes
d. Debrief what worked, what didn't, what could have been done differently
e. School implementer tries to implement
f. Reflect/provide feedback on performance with school implementer
g. Develop a plan for how implementation will occur when you are not present.

on their fidelity

11. Facilitating school implementer's reflection on their implementation of component and their feelings about their competency to help them develop a deeper understanding of their work and the component. Engaging in reflection helps the coach to identify challenges the school implementer is having in order to make a plan for addressing these in subsequent opportunities.

Post-observation – Post-observation consists of a debrief of that coaching session or a week's worth of coaching sessions. These debriefs are preferably conducted in person and shortly after the observation/action part of the coaching cycle. When necessary these can be conducted by phone or electronically (e.g., email, Skype). The post-observation provides the coach the opportunity to tie up any loose ends, complete any reflections of that week's work, and make plans for the following week's work. The post-observation completes the coaching cycle and beginnings a new one. Post-observation might include the following depending on the coaching/implementation that was conducted:

1. Reflect on what worked and what didn't work
2. Make plan for making changes to implementation as needed
3. Make plan for additional professional development as needed
4. Make plan for next phase of implementation/coaching

Documenting Coaching

Use the attached Coaching Log to document each coaching contact.
One coaching contact is distinct from another in that it involves different implementers, different CSESA components, or implementation for different students. A coaching contact may be:

- A 20-minute check-in with A-Team coordinator
- A pre-observation, immediately followed by observation, modeling, and debrief with the same school implementers
- 1 of 3 coaching contacts which were conducted across the course of a single school day with different implementers
- An email composed for the purpose of the weekly *Check-In* with the A-Team coordinator or lead school implementer. (Note: On the Coaching Log, document the weekly Check-In as occurring in 11-20 minutes if an email is drafted. Whether in person or on email, check "none" under the component for the Check-In). Emails other than those meant as a *Check-In* do not need to be logged as coaching contacts.

For each coaching contact, document:

- The date of coaching
- Who was coached
  - The number of people
  - The roles of the person or people coached
- The length of the coaching contact
  - How you coached (e.g., discussion, action/modeling, observation, check-in)
- The content of the coaching (e.g., EBPs, CSESA Component, GAS, APERS)

> *Transfer your documented coaching contacts to the online form from the previous month by the first Friday of each month.*

Coaching Soft Skills

The coach relies on her or his interpersonal skills to best support the work of school implementer(s).

Effective Communication Practices	
Use of Open Ended Questions **Open questions are invitations to respond with an elaborated comment of a listener's choice.**	Open questions typically begin as follows: • Tell me about … • How do you …? • What did you …? Questions are *open* if their wording does not constrain the form of the reply. Examples of open questions are the following: • What can you tell me about your previous experiences with social networks? • How do you think the recording system is working? • What happened when that behavior occurred earlier? Questions are *closed* if their wording implies that only a short answer response is necessary. Questions that begin with <u>are</u>, <u>do</u>, <u>have</u>, <u>should</u>, <u>will</u>, <u>would</u>, or <u>can</u> invite only a <u>yes</u> or <u>no</u> in response. Those that begin with <u>when</u>, <u>where</u>, or <u>who</u> ask for a one or two-word reply. Examples of closed questions are the following: • Would they behave better if you used another management system? • Are you satisfied with the recording system? Do you want to change it? • When did that behavior occur earlier? • Are you sure you implemented your plan right? • What did you do when your plan didn't work?
Leveling Statements. **Leveling statements acknowledge that two parties may have legitimate and conflicting claims.**	Leveling statements employ the following strategies: • Acknowledgement of another's claims as valid, • Assumption of other party's competence, and • Desire for compromise or negotiation. Leveling is an appropriate communication technique that can be used if coaching pairs have different opinions that are legitimate ideas or complaints. Leveling statements serve to clarify claims so parties can negotiate and compromise without one getting the better of the other. Leveling is likely to result in a win-win outcome.
Conventions of Communication **Collaborative communication is enhanced when communication conventions for social and non-verbal communication skills are effectively applied to a coaching partnership. The use of these conventions help partners feel they have been**	<table><tr><td colspan="2">Nonverbal Skills</td><td></td></tr><tr><td>Attention Cues</td><td>Focus on the speaker to the exclusion of other legitimate bids for notice. Attention is demonstrated when one partner speaks, the other turns both body and face toward that partner, looking into the speaker's eyes at intervals as long as the speaker continues.</td><td></td></tr><tr><td>Response Cues</td><td>Confirm interest in a speaker's message with the use of active listening behaviors. The listening partner alternates nodding agreement, smiling, or using appropriate facial expressions as the speaking partner makes a succession of points.</td><td></td></tr><tr><td>Focus on Content</td><td>Ensure understanding by questioning to determine that all information is clear. This helps the partners establish that they understand all facets of the coaching plan.</td><td></td></tr></table>

listened to and are understood	Focus on Feelings	Listen to the inviting partner's voice tone to determine if it matches with content. In addition, look at movement, posture, and facial expressions.	
	Social Conventions		
	Turn Taking	Let one speaker finish before the other starts without interrupting with word or gesture.	
	Proximity	Establish space in which two or more people feel comfortable standing or sitting across from one another or side by side. This may be culturally determined.	
	Nonverbal Encouragers	Indicate involvement and listening without speaking by using nonverbal encouragers. Examples are nodding head, smiling, maintaining eye contact, touching an arm, or patting a shoulder. Note taking is also a nonverbal encourager. Taking notes indicates to the speaker that content is important enough to write down.	
	Verbal Encouragers	Prompt the speaker to continue talking and convey interest with brief responses. These include: "yeah", "go on", "really", "I understand", "right", "uh-huh", "yes", and "I see".	

Communication is impeded when either partner engages in these types of communication behaviors: anticipating, avoiding, cross-examining, denying others' reality, diagnosing, judging, lecturing, moralizing, or teasing.

Coaching Resources

The following are some of the resources available for use during coaching activities:

- CSESA Component materials
  - Manuals
  - PowerPoints of trainings
  - Other materials
- EBP Case Studies
  http://csesa.fpg.unc.edu/high-school-case-studies
- EBP PowerPoints
- EBP Briefs
  http://csesa.fpg.unc.edu/resources
- EBP Factsheets
  http://autismpdc.fpg.unc.edu/node/727
- EBP Linking Document
- NPDC Coaching Manual
  http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/NPDC_CoachingManual.pdf
- Autism Internet Modules
  http://www.autisminternetmodules.org/

Coaching Forms

CSESA School Planning- Intervention Schools

	Year 1 – Fall	Year 1 - Spring	Year 2 – Fall	Year 2 - Spring
Professional Development	☐ Intro to CSESA ☐ Intro to ASD ☐ Transition Plan training ☐ GAS training	☐ Core Component Trainings Domain/Component: _____ Domain/Component: _____ Domain/Component: _____ ☐ EBP Trainings (as needed)	☐ Review: Intro to ASD (as needed) ☐ Core Component Trainings Domain/Component: _____ Domain/Component: _____ Domain/Component: _____ ☐ EBP Trainings (as needed)	☐ Core Component Trainings Domain/Component: _____ Domain/Component: _____ EBP Trainings (as needed)
Assessment	☐ APERS ☐ SSS-C ☐ Y1 – Pre-assessment (meeting)	☐ SSS-C ☐ Y1 Post-assessment (meeting)		☐ APERS ☐ SSS-C ☐ Y2 Post-assessment (meeting)
Planning	☐ Community/School mapping ☐ APERS debrief & School planning ☐ GAS goal development ☐ Student planning	☐ School planning ☐ Student planning (if needed)	☐ School planning ☐ GAS goal development ☐ Student planning	☐ APERS debrief & School planning
Implementation		☐ CSESA Core Component implementation Domain/Component: _____ Domain/Component: _____ Domain/Component: _____	☐ CSESA Core Component implementation Domain/Component: _____ Domain/Component: _____ Domain/Component: _____	☐ CSESA Core Component implementation Domain/Component: _____ Domain/Component: _____ Domain/Component: _____
Outcomes	☐ Transition Plan coaching ☐ GAS coaching	☐ GAS goals ☐ Core Component coaching ☐ CSESA Y1 Debrief Y1 Post-assessment (see above)	☐ Core Component coaching	☐ GAS goals ☐ Core Component coaching ☐ CSESA Y2 Debrief Y1 Post-assessment (see above)

APERS ACTION PLAN

Planning for Next Steps			
Growth Area	Potential Target Areas	Next Steps	Timeline

Coaching Log Notes
* Transfer notes from previous month to online form by the first Friday of the month

Site ID: __ __   School ID: __ __ __   Month: __ __ Year: 20 __ __   CSESA COACH Initials: _____

Date	Coached Who?		Length of Time	Coached How?	Coached on What Content?	
	# of Staff Coached (√ one)	Role(s) (√ all that apply)	(√ one)	(√ all that apply)	List Evidence Based Practice(s) or "none"	Component (√ all that apply)
	☐ Individual (1) ☐ Small group (2-3) ☐ Large group (4+)	☐ A-team Lead ☐ Special Educ. Teacher ☐ General Educ. Teacher ☐ Paraprofessional ☐ Transition ☐ OT, SLP, PT	☐ Counselor ☐ Psychologist ☐ Administrator ☐ District/ Building Spec ☐ Community Provider	☐ 10 minutes or less ☐ 11 to 20 min ☐ 21 to 30 min ☐ 31 to 40 min ☐ 41 to 60 min ☐ 61 to 90 min ☐ 91+ minutes	☐ Observation ☐ Discussion ☐ Action/Modeling ☐ Check-in	☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ **None**	☐ APERS ☐ GAS ☐ AAL ☐ CSR ☐ PRISM ☐ PN ☐ PS ☐ SCI ☐ SD-IEP	☐ School Planning ☐ Student Planning ☐ WBLE ☐ TP ☐ TT ☐ CSRM ☐ Other ☐ **None** (e.g. check-in)
	☐ Individual (1) ☐ Small group (2-3) ☐ Large group (4+)	☐ A-team Lead ☐ Special Educ. Teacher ☐ General Educ. Teacher ☐ Paraprofessional ☐ Transition ☐ OT, SLP, PT	☐ Counselor ☐ Psychologist ☐ Administrator ☐ District/ Building Spec ☐ Community Provider	☐ 10 minutes or less ☐ 11 to 20 min ☐ 21 to 30 min ☐ 31 to 40 min ☐ 41 to 60 min ☐ 61 to 90 min ☐ 91+ minutes	☐ Observation ☐ Discussion ☐ Action/Modeling ☐ Check-in	☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ **None**	☐ APERS ☐ GAS ☐ AAL ☐ CSR ☐ PRISM ☐ PN ☐ PS ☐ SCI ☐ SD-IEP	☐ School Planning ☐ Student Planning ☐ WBLE ☐ TP ☐ TT ☐ CSRM ☐ Other ☐ **None**
	☐ Individual (1) ☐ Small group (2-3) ☐ Large group (4+)	☐ A-team Lead ☐ Special Educ. Teacher ☐ General Educ. Teacher ☐ Paraprofessional ☐ Transition ☐ OT, SLP, PT	☐ Counselor ☐ Psychologist ☐ Administrator ☐ District/ Building Spec ☐ Community Provider	☐ 10 minutes or less ☐ 11 to 20 min ☐ 21 to 30 min ☐ 31 to 40 min ☐ 41 to 60 min ☐ 61 to 90 min ☐ 91+ minutes	☐ Observation ☐ Discussion ☐ Action/Modeling ☐ Check-in	☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ **None**	☐ APERS ☐ GAS ☐ AAL ☐ CSR ☐ PRISM ☐ PN ☐ PS ☐ SCI ☐ SD-IEP	☐ School Planning ☐ Student Planning ☐ WBLE ☐ TP ☐ TT ☐ CSRM ☐ Other ☐ **None**
	☐ Individual (1) ☐ Small group (2-3) ☐ Large group (4+)	☐ A-team Lead ☐ Special Educ. Teacher ☐ General Educ. Teacher ☐ Paraprofessional ☐ Transition ☐ OT, SLP, PT	☐ Counselor ☐ Psychologist ☐ Administrator ☐ District/ Building Spec ☐ Community Provider	☐ 10 minutes or less ☐ 11 to 20 min ☐ 21 to 30 min ☐ 31 to 40 min ☐ 41 to 60 min ☐ 61 to 90 min ☐ 91+ minutes	☐ Observation ☐ Discussion ☐ Action/Modeling ☐ Check-in	☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ **None**	☐ APERS ☐ GAS ☐ AAL ☐ CSR ☐ PRISM ☐ PN ☐ PS ☐ SCI ☐ SD-IEP	☐ School Planning ☐ Student Planning ☐ WBLE ☐ TP ☐ TT ☐ CSRM ☐ Other ☐ **None**

Student Planning Menu

After identifying the priority goals for your individual students (from SSSC and GAS goals), A-Team will select the Core CSESA Components and evidence-based practices to best meet identified needs.

	Academics	Peer & Social	Independence & Behavior	Transition & Families
CSESA Core Components	☐ Alternate Achievement Literacy ☐ Collaborative Strategic Reading-High School	☐ Peer Networks ☐ Peer Supports ☐ Social Competence Intervention-High School		☐ Self-Directed IEPs ☐ Work-Based Learning Experiences ☐ Transitioning Together (families)
Evidence-Based Practices Identified for Adolescents with ASD *(can also choose from full list of 27, see linking document)*	☐ Antecedent-based intervention ☐ Peer mediated instruction & intervention ☐ Prompting ☐ Reinforcement ☐ Technology-aided instruction & intervention ☐ Time delay ☐ Other EBP: - _____	☐ Antecedent-based intervention ☐ Modeling ☐ Peer mediated instruction & intervention ☐ Prompting ☐ Reinforcement ☐ Scripting ☐ Social Narratives ☐ Social skills training ☐ Task analysis ☐ Technology-aided instruction & intervention ☐ Time delay ☐ Video modeling ☐ Visual supports ☐ Other EBP: - _____	☐ Antecedent-based intervention ☐ Cognitive behavioral intervention ☐ Differential reinforcement ☐ Extinction ☐ Functional behavior assessment ☐ Functional communication training ☐ Modeling ☐ Prompting ☐ Reinforcement ☐ Self-management ☐ Social narratives ☐ Video modeling ☐ Visual supports ☐ Other EBP: - _____	☐ Antecedent-based intervention ☐ Cognitive behavioral intervention ☐ Differential reinforcement ☐ Extinction ☐ Functional behavior assessment ☐ Functional communication training ☐ Modeling ☐ Prompting ☐ Reinforcement ☐ Self-management ☐ Social narratives ☐ Video modeling ☐ Visual Supports Other EBP: - _____

Note: Prior to implementation staff will have received training on CSESA, ASD, GAS, and transition plan (possibly), and teams will complete the Secondary School Success Checklist then scale priority goals

Interventions	Implementation (Who, When, Where, How?)	Data gathering (Who, How?)	Other
A.		☐ Fidelity ☐ Student Progress	
B.		☐ Fidelity ☐ Student Progress	
C.		☐ Fidelity ☐ Student Progress	
D.		☐ Fidelity ☐ Student Progress	
Resources Needed **(technology, visuals, etc.)**	A. B. C. D.		

Professional Development Needed	What form (coaching, training, modules, etc.)	For Whom
A.		
B.		
C.		
D.		

CSESA

COACHING CHECKLIST

COACH: _____   DATE: _ _/_ _/_ _   SCHOOL _____

DIRECTIONS: Coaching meetings should be individualized to the needs of each team/school implementer; however, most coaching sessions should adhere to the following general procedural guidelines.

Coaching Content

- ☐ Coaching based on a developed Student Plan (e.g., CSESA intervention, EBP)
- ☐ Coaching based on developed School Plan (e.g. APERS, School Planning Menu)

Coaching Process

- ☐ Conduct weekly Check-in
- ☐ Conduct Pre-Observation to negotiate what will be worked on in coaching contact, when, where, resources needed, etc.
- ☐ Conduct Observation/Modeling
    - o Provide modeling to the extent needed
    - o Facilitate reflection on implementation, student outcomes, etc.
    - o Provide specific, positive, constructive feedback
    - o Ensure school implementer takes over implementation
- ☐ Conduct Post-Observation after observation/modeling
    - o Reflect on coaching contact
    - o Develop action plan for next coaching contact

Coaching Communication Skills

- ☐ Use open-ended questions during discussions
- ☐ If needed, use leveling statements when in conflict with school implementer
- ☐ Use effective nonverbal skills to demonstrate active listening, focus on content, and appropriate response to speaker's feelings
- ☐ Use social conventions to take turns and encourage the speaker through verbal and nonverbal communication

Progress Monitoring

- ☐ Collect helpful coaching data (e.g., log contact, take note of action plan)
- ☐ Facilitate school implementer's collection of helpful student and implementation data
- ☐ Support school implementer's analysis of student and implementation data

For more detailed information see –
CSESA Years 3-5 Coaching Manual

Notes: