

SECEP Coaching Framework

Updated August 23, 2016

SECEP aims to improve STEM education in participating school districts in Michigan and Connecticut by increasing high- quality professional development for teachers in STEM subjects. Over five years SECEP will:

- Improve STEM education for 22,000 high need middle and high school students, decreasing drop-out rates and boosting college enrollment.
- Improve underrepresented populations' access to STEM careers by increasing the number of students enrolling in dual credit STEM courses and pursuing postsecondary credentials.

SECEP will achieve this primarily through coaching and other forms of professional development.

1. What is coaching in SECEP?

- Assistance to a district or school¹ based on an ongoing relationship between a coach and a leader or teacher.
- There are two types of coaching in SECEP:
 - District (Bridgeport)/ISD (Michigan) coaching
 - School coaching
- The goals of coaching are to:
 - ***Build leadership and instructional capacity.***
 - Help leaders and teachers to build and sustain SECEP systems and structures, including the SECEP design principles, emphasizing:
 - STEM education
 - Dual enrollment.

2. Who is a coach?

- District/ISD coaches are:
 - SECEP leadership team members (LaVonne, Caesar, Cece, Chery)
 - Michigan SECEP coordinators
 - Genesee ISD SECEP coordinators (James, Linda)
 - Washtenaw ISD SECEP coordinators (Holly, James)
 - Delta Schoolcraft ISD SECEP coordinator (Tammy)

¹ Note: Middle school coaching was provided across the project during Years 1 and 2 of the project and will continue throughout the project in Bridgeport; in Years 3-5, coaching will only be provided in high schools in Michigan.

- Lapeer ISD SECEP coordinator (Harvey).
- School coaches and those overseeing their work are: shown in the chart below.

3. What are the expectations of district/ISD coaches

- Build capacity of district/ISD staff to carry out SECEP activities.
- Provide guidance to district/ISD staff as they implement aspects of the SECP project in person or via remote communication (phone, webinar, email).
- Report substantive contacts at least monthly using the SECEP report tool at least monthly. Substantive contacts are those that build leadership and instructional capacity.

4. What are the expectations of school coaches?

- Build capacity of school staff that will enable them to effectively carry out SECEP activities.
- Communicate/meet regularly with project leadership about their activities as well as trends and lessons learned.
- Report their activities at least monthly using the SECEP report tool at least monthly.

5. What activities are included in coaching?

	District/ISD coaching	School coaching
Supporting the development and implementation of SECEP annual plans	X	X
Working on academic plans, curricula, course sequences, scope and sequences, STEM pathways.	X	X
Providing guidance on improving student supports.		
Encouraging the implementation of approaches taught in SECEP workshops and sessions.	X	X
Reviewing of data; developing a culture of continuous improvement.	X	X
Problem solving related to project implementation	X	X
Assisting with the use of the COP for sharing resources and work products.	X	X
Working on coordination between high school and college partners	X	X
Supporting school self-assessment on design principles.		X
Coaching around STEM instruction including project based learning, inquiry, interdisciplinary/ team teaching, and technology use.		X
Coaching around the <i>Common Instructional Framework</i> (Bridgeport)		X
Supporting increased school and student access to dual enrollment.		X
Discussion of student work; challenging assumptions about what students can achieve.		X

6. How do SECEP coaches build their knowledge and skills?

- Coaches will learn by participating in PD opportunities:
 - Workshops and conferences offered by JFF, MCNC and NCREST
 - Other conferences such as the MI Innovations conference, early college conference, etc.
 - COP activities (JFF, Michigan platform) including webinars.
- They will also participate in activities that are specifically designed to assist them to be effective coaches such as:
 - Regular meetings with SECEP leadership and SECEP coordinators (*should be counted as either team meetings or trainings for FOI purposes*)
 - Peer interactions designed to improve their practice.

7. What should coaches use the reporting platform for?

- Coaches should report all *substantive interactions* with districts or schools related to the SECEP project. Substantive interactions are those in which coaches work to build capacity or provide guidance related to accomplishing the goals of the SECEP project.
 - All face-to-face contacts
 - Phone conversations and webinars
 - Written communication.
- Accuracy is important
 - All questions in the reporting tool should be answered.
 - All coaching, coach training, PDs and workshops should be reported.
 - Attach agendas and attendance lists.
 - Don't count an event in more than one category.

FIDELITY OF IMPLEMENTATION INDICATORS
a. 75% of coaches should receive 8 days of trainings per year b. Each district receives 22 contacts per year c. Each high school receives 12 coaching days per year d. Both districts and schools receive 5 days of workshops/conferences per year.

District coaches

District/ISD	
Delta-Schoolcraft Michigan	Cece Cunningham Chery Wagonlander Doug Leisenring
Genesee Michigan	Cece Cunningham Chery Wagonlander Holly Heaviland
Lapeer Michigan	Cece Cunningham Chery Wagonlander Harvey Vermeersch
Washtenaw Michigan	Cece Cunningham Chery Wagonlander James Emmerling Linda Funsch
Bridgeport, Connecticut	LaVonne Sheffield Caesar Mickens Aresta Johnson

High school coaches

District/ISD	High School	School Information			Coach	Overseen by
		Type	Grades	Enrollment		
Delta-	1. Bark River-Harris Jr/Sr HS	MS+HS	7-12	315	Tammy Hereau.	Cece and

Schoolcraft Michigan	2. Escanaba Area Public HS	HS	9-12	731	Mike Maki Doug Leisenring	Chery With Doug Leisenring
Genesee Michigan	3. Carman-Ainsworth HS	HS	9-12	1407	Avideh Lotfi Dave Swierpel	Cece and Chery With James Emmerling and Linda Funchsh
	4. Clio Area HS	HS	9-12	943	Stephen Keskes Mike Lytle Neil Bedell	
Lapeer Michigan	5. Almont HS	HS	9-12	522	Tim Woelkers	Cece and Chery With Harvey Vermeesch
	6. Dryden Jr/Sr HS	MS+HS	7-12	318	Mary Finnigan	
	7. Imlay City HS	HS	9-12	637	Stu Cameron	
	8. North Branch HS	HS	9-12	758	Mark Hiltunen	
Washtenaw Michigan	9. Ypsilanti New Tech HS	HS	9-12	314	Math- Kier Ingraham STEM- Scott Heister	Cece and Chery With Holly Heaviland
	10. STEMM Academy	HS	9-12	145		
	11. AC-Tech HS (previously named University HS)	HS	9-12	519		
Bridgeport, Connecticut	12. Bassick HS	HS	9-12	1,114	Thandiwe Peeples, Marilyn, 3 high school coaches, middle school literacy and math coaches, as well as external coaches and college liaison	LaVonne, Caesar With Aresta Johnson
	13. Central HS	HS	9-12	1,838		
	14. Harding HS	HS	9-12	1,105		