



Coaching Model Fact Sheet

As the guiding philosophy for our therapeutic school, Serendipity embraces the principles of Re-Education. These focus on the strength inherent in each child, employing a variety of perspectives and experiential approaches to thoughtfully move students towards independence.

Serendipity utilizes a coaching model to support teachers in implementing high leverage instructional practices and classroom management strategies that fit the needs of our students. Professional Development trainings alone do not typically yield implementation fidelity without further mediation. Our model enables coaches to work collaboratively with teachers in a nonevaluative manner to build alignment in carrying out Serendipity's mission and values. The ecology of a classroom evolves both as students transition in and out, and as the skill areas they are developing shift. Coaches have the time to learn the specific nuances in a classroom, helping teachers to continuously improve their practices.

- Serendipity coaches have taken part in multiple Coaching Classroom Management training sessions through Safe & Civil Schools.
- Our Principal and coaches work in tandem to create a shared vision for teachers.
 - Teachers meet regularly for coaching meetings and supervision meetings (with coaches and the Principal respectively).
- Coaches cover various domains depending on their roles:
 - Special Education Coordinators and our Teacher Mentor provide specific coaching to teachers around assessment for learning, curriculum, instruction/differentiated instruction, and progress monitoring.

- Tier I Coaches provide teachers support in establishing structure and routine in the classroom. They use tenets of Collaborative Problem Solving along with Safe & Civil Schools' STOIC framework (see below) to embed Tier 1 strategies and behavioral supports.

Structure for Success
Teach Expectations
Observe and Monitor
Interact Positively
Correct Fluently

Structure for Success Teach Expectations Observe and Monitor Interact Positively Correct Fluently

- Tier 1 Coaches are the direct supervisors of the classroom support staff (i.e., Program and Instructional Assistants). They meet for regular supervision to help ensure they are developing the tools and understanding to support their classroom teacher's plans).
- Tier 1 Coaches work with the Principal to generate classroom indicators. We call them "Look-Fors," setting the expectation that these practices should be visibly and consistently in place. These are school-wide practices that have been deemed beneficial for the students we serve (through research and/or practice-based evidence). If a classroom teacher has not yet implemented a "Look For," coaches are there to troubleshoot barriers to implementation and collaborate in finding a path forward.
- **Examples of "Look-Fors":**
 - Classrooms utilize a Check-In / Check-Out (CICO) strategy to provide opportunities for reflection and individual skill building each day.
 - Classrooms utilize visuals that support "CHAMPS" expectations and daily schedules.
 - Classrooms develop a Classroom Matrix that delineates Teacher, Program Assistant, Instructional Assistant, and Student expectations for each activity period of the day.

Serendipity's Core Beliefs, drawn from the Principles of RE-Education:

- Trust is essential.
- Feelings should be nurtured.
- Groups are major sources of instruction.
- Community must be experienced to be learned.
- Intelligence can be enhanced.
- Competence makes a difference, especially with schoolwork.
- Self-control can be taught.
- Physical experiences help us define ourselves.
- Now is when life is to be lived.
- Time is an ally in support of positive changes
- Ceremony and ritual give order, stability, and confidence.
- Joy should be built into each day.