

# Section I: Building Capacity





## What is Building Capacity?

Building Capacity is otherwise known as the Gradual Release of Responsibility from a coach to the team with which he or she is working. In this model coaches, by design, transition from assuming the role of facilitator or guide to shifting all of the responsibility for performing tasks to the team and its members.

## Why is Building Capacity important?

A Building Capacity model emphasizes instruction and support that provides teams with the competencies and skills that build upon their current levels of expertise. This optimal learning model shifts the full responsibility for task completion gradually over time from the coach to the team (Pearson & Gallagher, 1993 and Frey & Fisher, 2006). The coach decreases his or her support as the team exhibits proficiency with skills and tasks. The coach increases the level of support when teams are struggling, but the optimal result is that the team develops capacity to function efficiently without the instruction and support of the coach.

## How does a coach help the team develop the skills and competencies to function independently?

The coach uses a three-phase model to allow for the gradual release of responsibility:

- |                |  |
|----------------|--|
| <b>Phase 1</b> | The coach models the desired skills and competencies                                 |
| <b>Phase 2</b> | As the team begins to assume responsibility, the coach provides support and feedback |
| <b>Phase 3</b> | The coach observes over time that the team performs and self-monitors independently  |

### In order to successfully build the capacity of a team, a coach:

- Fosters a safe environment that encourages risk taking, implementation of new processes and approaches, and facilitates team growth and results
- Promotes a culture of candor (i.e., an open, honest exchange of information which allows for authentic, non biased collaboration)
- Encourages the use of data-driven decision making, goal setting and problem solving to improve processes and systems
- Provides opportunities to develop, practice and reflect upon the skills and competencies that will lead the team to become self-sufficient



## Effective coaches empower teams and build capacity by:

- Providing ongoing support as teams address challenges
- Recognizing and celebrating success
- Assisting, encouraging, supporting, and promoting active engagement
- Demonstrating sensitivity to individual needs and differences

## Job Aids

### Coach's Tool for Self Monitoring

- Self-Assessment Tool that allows a coach to evaluate their competence in building team capacity; provides space for action planning.

## Resources and References

***Three Guiding Principles for Interactions on Team***, J P. Howley (2004) Corwin Press  
*Six pathways to healthy child development and academic success: The field guide to Comer Schools in action* (pp. 149-155)

- This section focuses on no-fault problem solving, consensus decision-making and collaborative relationships, as well as potential challenges of each.

# Coaching for Capacity Building



<b>Coach's Tool for Self Monitoring</b>			
DIRECTIONS: Coach self monitors behaviors in each of the following phases. Recommended: Seek team input.			
PHASE 1	PHASE 2	PHASE 3	COACH'S NEXT STEPS
<b>Coach Shows the Team How to Do It</b> <i>The coach models the desired skills and competencies</i>	<b>Coach Provides Support and Feedback as the Team Does It</b> <i>As the team begins to assume responsibility, the coach provides support and feedback</i>	<b>The Coach Celebrates the Team's Ability To Perform and Self-Monitor</b> <i>The coach observes over time that the team performs and self-monitors independently</i>	<b>Follow Up Steps For the Coach</b>
<input type="checkbox"/> Have I clarified the specific competency? <input type="checkbox"/> Have I provided explicit instruction? <input type="checkbox"/> Have I demonstrated the specific competency? <input type="checkbox"/> Have I modeled my thinking during demonstration? <input type="checkbox"/> Have I asked reflective questions to check for understanding? <input type="checkbox"/> Have I clarified and provided answers to any team questions? <input type="checkbox"/> Have I provided job aid(s), if needed?	<input type="checkbox"/> Have I provided opportunities for independent practice? <input type="checkbox"/> Have I observed and assessed the use of the competency? <input type="checkbox"/> Have I provided descriptive feedback? <input type="checkbox"/> Have I provided additional modeling as needed? <input type="checkbox"/> Have I assessed the need for intervention or extension? <input type="checkbox"/> Have I intervened only to prevent potentially significant team derailments?	<input type="checkbox"/> Have I provided feedback and validation? <input type="checkbox"/> Have I provided opportunities for self-regulation/monitoring? <input type="checkbox"/> Have I celebrated team progress and independence? <input type="checkbox"/> Have I provided tools and resources for self-monitoring?	<p><b>Example:</b>  <i>Have I allowed opportunities for independent practice?</i></p> <p><i>Follow up steps: Team is finding difficulty asking thoughtful/reflective questions. More support and modeling is needed. At the next meeting, I will provide explicit instruction and review of effective questioning, along with specific examples the team can use to guide thinking.</i></p>
DISTRICT/SCHOOL/LEA:		TEAM LEADER:	
DATE:		TEAM COACH:	
INPUT PROVIDED BY THE TEAM: ____YES ____NO		SPECIFY HOW INPUT WAS PROVIDED (orally, survey, etc.):	

# Coaching for Capacity Building



## TEAM IMPLEMENTATION: PROGRESS MONITORING TOOL

**DIRECTIONS:** The coach uses the rubric to determine the team’s level of implementation on a scale of 0 to 4 for each competency and records the level in the chart below. Relevant data and evidence should be noted for each, as well as next steps or comments.

LEVELS OF IMPLEMENTATION	DESCRIPTIONS
0	None = Team has not begun to use or does not use this competency consistently
1	Initiation= Team is at the beginning stages and uses this competency at least 50% of the time
2	Progression = Team is at the developing stages and uses this competency 60-75% of the time
3	Implementation= Team is moving toward mastery and uses this competency at least 85% or more of the time.

DISTRICT/SCHOOL/LEA:		TEAM LEADER:	
DATE:		TEAM COACH:	
COMPETENCY	LEVEL OF IMPLEMENTATION	DATA OR EVIDENCE TO SUPPORT IDENTIFIED IMPLEMENTATION LEVEL	NEXT STEPS OR COMMENTS
BUILDING CAPACITY		•	
ESTABLISHING AND MAINTAINING RELATIONSHIPS		•	
<b>COMMUNICATING EFFECTIVELY</b>			
1. Listening actively		•	
2. Asking thoughtful / reflective questions		•	
3. Providing descriptive feedback		•	
<b>FACILITATING IMPROVEMENT PROCESSES FOR THE TEAM: 7-STEP MODEL</b>			
1. Completes planning prior to first meeting		•	
2. Helps team establish norms, protocol, role definitions and responsibilities		•	
3. Helps team establish clear meeting outcomes		•	
4. Helps team analyze data and assess needs		•	
5. Helps team set challenging and achievable goals		•	
6. Helps team convert goals into measurable outcomes and implement strategies and activities		•	
7. Helps teams monitor results to revise or refine goals		•	