

# SEE-KS Sustainability Scale

<b>Focus Area - SEE-KS Coaching Teams:</b> Developing sustainable mechanisms at the system and focus school levels. Teams meet frequently, set agendas, take notes on what is working and recommend next steps.					
<b>Establish Effective Coaching Teams</b>	<b>0 Not Yet Established</b>	<b>1 Starting Out</b>	<b>2 Developing</b>	<b>3 Deepening</b>	<b>4 Sustaining</b>
Score _____	Coaching teams have not been selected at the system or at the focus school level.	<p>System coaching team and focus school coaching teams have been selected.</p> <p>System coaching team includes leadership coaching staff and an administrative point person.</p> <p>Focus school coaching team members include special and general education teachers, related support staff, and an administrative point person.</p>	<p>Roles and responsibilities have been defined for system coaching teams and focus school coaching teams using the SEE-KS organizational chart.</p> <p>System and focus school coaching teams are setting up frequent meetings <i>with assistance</i> (e.g., 4 – 6 week intervals) and are communicating with team members and other relevant personnel.</p>	<p>System coaching teams are, <i>on occasion</i>, scheduling and holding <i>independent</i> coaching sessions (e.g., 4 – 6 week intervals), setting agendas, and taking meeting notes (e.g., what’s working, next steps, etc.) at focus schools.</p> <p>Focus school coaching teams are, <i>on occasion</i>, setting up <i>independent</i> coaching sessions, setting agendas, taking meeting notes (e.g., what’s working, next steps).</p>	<p>Focus school coaching teams are consistently scheduling frequent coaching sessions <i>independently</i> (e.g., 4 – 6 week intervals), setting agendas, and taking meeting notes (e.g., what’s working, next steps, etc.).</p> <p>System coaching teams have initiated replication at new focus schools in the system, including schoolwide training and coaching sessions.</p>
<b>How are we showing this (i.e., artifacts/evidence)?</b>					

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**Focus Area - UDL / SEE-KS Instructional Strategies:** Achieving fidelity with the principles of Universal Design for Learning (UDL) with respect to Social Emotional Engagement – Knowledge and Skills (SEE-KS). When doing student specific case studies, coaches recommend appropriate supports based on students’ language levels: Before Words, Emerging, or Conversational.

Effective UDL/ SEE-KS Instructional Strategies	0 Not Yet Established	1 Starting Out	2 Developing	3 Deepening	4 Sustaining
Score _____	System and focus school coaching teams are not yet demonstrating stage specific social emotional engagement instructional strategies.	System and focus school coaching teams are demonstrating at least 33% percent of the stage specific knowledge and skills measured by the SEE-KS instruction rubrics.	System and focus school coaching teams are demonstrating at least 50% percent of the stage specific knowledge and skills measured by the SEE-KS instruction rubrics.	System and focus school coaching teams are demonstrating at least 67% percent of the stage specific knowledge and skills measured by the SEE-KS instruction rubrics and are actively using rubric data to determine next steps.	System and focus school coaching teams are demonstrating at least 80% percent of the stage specific knowledge and skills measured by the SEE-KS instruction rubrics and are actively using rubric data to determine next steps.

***How are we showing this (i.e., evidence/artifacts)?***

<b>Focus Area - Coaching Strategies:</b> Achieving fidelity with the principles of effective coaching techniques (e.g., appreciative inquiry) to foster sustainability within system and focus school coaching teams.					
<b>Effective Coaching Strategies</b>	<b>0 Not Yet Established</b>	<b>1 Starting Out</b>	<b>2 Developing</b>	<b>3 Deepening</b>	<b>4 Sustaining</b>
Score _____	System and focus school coaching teams are not yet demonstrating specific knowledge and skills of effective coaching techniques.	System and focus school coaching teams are demonstrating at least 33% percent of specific knowledge of skills of effective coaching as measured by the SEE-KS Coaching Fidelity Rubric.	System and focus school coaching teams are demonstrating at least 50% percent of specific knowledge and skills of effective coaching as measured by the SEE-KS Coaching Fidelity Rubric	System and focus school coaching teams are demonstrating at least 67% percent of specific knowledge and skills of effective coaching as measured by the SEE-KS Coaching Fidelity Rubric and are actively using rubric data to determine next steps.	System and focus school coaching teams are demonstrating at least 80% percent of specific knowledge and skills of effective coaching as measured by the SEE-KS Coaching Fidelity Rubric and are actively using rubric data to determine next steps.
<b>How are we showing this (i.e., evidence/artifacts)?</b>					

# SEE-KS Sustainability Scale

<b>Focus Area – SEE-KS Data Collection:</b> Collecting data to determine fidelity of SEE-KS instructional strategies, the impact on whole class student engagement, fidelity of coaching techniques, and sustainable mechanisms for coaching at the system and focus school levels.					
<b>SEE-KS Data Collection</b>	<b>0 Not Yet Established</b>	<b>1 Starting Out</b>	<b>2 Developing</b>	<b>3 Deepening</b>	<b>4 Sustaining</b>
<b>Score</b> _____	System and focus school coaching teams are not yet demonstrating data collection for SEE-KS.	System and focus school coaching teams are demonstrating data collection methods for student engagement and fidelity of SEE-KS instructional strategies.	System and focus school coaching teams are demonstrating data collection methods for student engagement, fidelity of SEE-KS instructional strategies, and fidelity of coaching techniques.	System and focus school coaching teams are demonstrating data collection methods for student engagement, fidelity of SEE-KS instructional strategies, and fidelity of coaching techniques and are actively using data to determine next steps.	System coaching teams are demonstrating use of the SEE-KS Sustainability Scale rubric to ensure that system and school teams are maintained; SEE-KS instructional strategies are being consistently implemented; SEE-KS coaching techniques are being implemented and are driven by data to determine next steps.
<b><i>How are we showing this (i.e., evidence/artifacts)?</i></b>					

<b>SUMMARY</b>		
<b>District / County:</b>	<b>Site:</b>	<b>School Year:</b>
<b>District / Site Goals:</b>		
<p>Focus Area - <b>SEE-KS Coaching Teams:</b> Developing sustainable mechanisms at the system and focus school levels. Teams meet frequently, set agendas, take notes on what is working and recommend next steps.</p>	<p>Focus Area - <b>UDL / SEE-KS Instructional Strategies:</b> Achieving fidelity with the principles of Universal Design for Learning (UDL) with respect to Social Emotional Engagement – Knowledge and Skills (SEE-KS). When doing student specific case studies, coaches recommend appropriate supports based on students’ developmental stages.</p>	
<p>Focus Area - <b>Coaching Strategies:</b> Achieving fidelity with the principles of effective coaching techniques (e.g., appreciative inquiry) to foster sustainability within system and focus school coaching teams.</p>	<p>Focus Area – <b>SEE-KS Data Collection:</b> Collecting data to determine fidelity of SEE-KS instructional strategies, the impact on whole class student engagement, fidelity of coaching techniques, and sustainable mechanisms for coaching at the system and focus school levels.</p>	
<p><b>Next Steps for SEE-KS Sustainability Shall Include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coaching Teams</li> <li><input type="checkbox"/> Instructional Strategies</li> <li><input type="checkbox"/> Coaching Strategies</li> <li><input type="checkbox"/> SEE-KS Data Collection</li> </ul>	<p><b>Notes Including Timelines to Achieve Our Next Steps</b></p>	