

Coordinator Competencies Profile

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Introduction

Colorado Multi-Tiered System of Supports (COMTSS) is a framework applied at all educational levels that uses implementation science to create one integrated system. This system is designed to support the needs of all students. COMTSS is defined as a prevention-based framework of team-driven, data-based problem solving to improve the outcomes of every student through family, school, and community partnerships, comprehensive screening and assessment, and a layered continuum of evidence-based practices applied at classroom, school, district, region, and state level.

The COMTSS Coordinator's role is critical to increasing a district's capacity to implement and sustain effective practices. They are professionals who "support organizations, leaders, and staff in their implementation of evidence-informed practices and policies" (Metz, et. al, 2020). Activities include capacity-building and system development through effective coaching and communication, evidence-informed implementation strategies, and the ability to identify, contextualize, and improve the use of evidence-based practices across a range of settings.



The COMTSS Coordinator Competencies Table outlines the core competencies needed to lead these capacity-building efforts and effectively implement COMTSS systems change work. Information for this guide was gathered from three main sources, including the National Implementation Research Network (NIRN) guide for Implementation Support Practitioners (Metz, et. al, 2020), Colorado Department of Education (CDE) Positive Behavioral Interventions and Supports Coaching Competencies Matrix (CDE, distributed in 2018), and Florida's Capacity Coach Practice Profile (SPDG, 2020). The table is organized around four Core Competencies: technical knowledge, relationship development and communication skills, change facilitation, and reflective practice. A description of each core competency and an example of operationalizing the features are included.

A column has been added to allow for self-reflection of each feature within the components. COMTSS Coordinators are encouraged to use the following five-point self-rating scale when engaging with the tool.

The five-point scale includes:

1. Emerging: There is little to no awareness of the item.
2. Developing: Some knowledge of the item, but it's limited or not well-developed.
3. Acquired: There is full knowledge of the item.
4. Fluent: There is full knowledge and application of the item to appropriate

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settings or situations.

5. Advanced: The concept of the item is well understood; can adapt it and apply to novel settings or situations.

Purpose

The purpose of the COMTSS Coordinator Competencies Profile is to clarify the role and the responsibilities of COMTSS Coordinators, ensure transparency and consistency, and act as a roadmap training and skill development. Additionally, COMTSS Coordinators may want to use the tool to identify their own strengths and areas of exploration as they move through the training opportunities as a way to measure their current skill level, set goals for future development, and apply information for their own personal growth.

Instructions

Read each core competency including the description of practitioner behavior and rate yourself using the five-point scale described above. Place that number in the corresponding column to the right of the item.

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1. Technical Knowledge:

This competency is important because an understanding of the systemic nature of districts and schools, a working knowledge of Colorado Multi-Tiered System of Supports (COMTSS), and the ability to apply that knowledge with implementation science ensures effective, sustainable implementation of prioritized initiatives.

Components of technical knowledge	Expected use in practice (description of practitioner behavior)
1.a. Understands systems-thinking and how it relates to regions, districts, and schools	<p>Coordinator understands systems-thinking, how inequalities can happen, and how to measure for systemic change</p> <ul style="list-style-type: none"> • Values and can articulate systems-thinking • Understands there are inherent inequities in systems and how they are interwoven and might affect the organization • Knows the District Capacity Assessment tool and how to facilitate its use for action planning <p>Negotiates complex change for continuous improvement</p>
1.b. Understands the complexity of COMTSS in practice	<p>Coordinator defines, identifies, and knows the importance of the five components of COMTSS.</p> <ul style="list-style-type: none"> • Defines and operationalizes the five components of COMTSS and understands the interrelatedness between the five components. (Team Driven Shared Leadership; Data-Based Problem Solving and Decision-Making; Family, School, and Community Partnerships; Comprehensive Screening and Assessment System; and Layered Continuum of Supports (Evidence Based Practices, Instruction, and Interventions) • Identifies COMTSS in practice and provides practical examples • Knows COMTSS and how to best support regional, district, and school teams in its application with fidelity • Utilizes the District and School Implementation Guides <p>Measures school implementation using the COMTSS School Fidelity Tool.</p>
1.c. Understands Implementation Science	<p>Coordinator clearly articulates alignment between relevant school/district/region/state initiatives, using core features and projected outcomes, and provides specific examples of how</p>

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	<p>COMTSS supports an integrated approach.</p> <ul style="list-style-type: none"> • Identifies the four stages of implementation science and can negotiate through these stages during implementation of initiatives • Knows how to make decisions on selection using the Hexagon Tool <p>Describes what an initiative is and can use the initiative inventory for prioritization and alignment.</p>
<p>1.d. Understands continuous improvement cycles</p>	<p>Coordinator learns the four-step problem-solving process (Identify, Analyze, Implement, Evaluate) and how to guide regional, district, and school teams for continuous improvement.</p> <ul style="list-style-type: none"> • Leads districts and schools in developing a problem-solving culture within their system • Applies the four-step problem-solving process as they support district and school teams • Trains district and school teams to use the four-step problem-solving process independently as they consider possible solutions, prioritization, and selection of a solution for implementation <p>Supports continuous improvement by beginning each conversation with discussion of last action, then updating desired outcome(s) and ending with new action and identified time for follow-up.</p>

2. Relationship Development & Communication Skills

This competency is important because:

- Positive relationships and effective communication provide a foundation for shifting behaviors, mindsets, values and beliefs.
- An understanding of effective coaching techniques and communication strategies in multiple contexts provides a consistent level of shared understanding for all and reduces barriers to implementation of initiatives. This includes reciprocal sharing of knowledge and perspectives, while honoring the expertise and experiences of all.

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Components of relationship development and communication skills	Expected use in practice (description of practitioner behavior)
2.a. Engages in building productive relationships with implementation teams	<p>Coordinator fosters the development of mutually trusting and respectful relationships between coordinators and team members.</p> <ul style="list-style-type: none"> • Consistently and independently keeps commitments with implementation teams, project staff and other stakeholders • Demonstrates empathy and the assumption of positive intentions, recognizing there are many barriers to implementation • Recognizes and repairs breaches in trust quickly • Respects and leverages the experiences and knowledge that team members bring • Supports the team to create and maintain norms that foster a safe and supportive environment
2.b. Communicates effectively in multiple contexts (e.g., delivering PD, written and verbal communication, etc.)	<p>Coordinator facilitates open and collaborative communication with the team and trains the team in the effective use of communication feedback loops with families, staff, students, and the entire learning community.</p> <ul style="list-style-type: none"> • Listens for the benefit of the speaker from a place of compassion and curiosity, assuming positive intentions and without judgment or influence • Builds rapport and credibility with others • Considerate of context and culture • Navigates difficult conversations
2.c. Uses high-quality coaching techniques to strengthen systems that supports adults and leads to improved	<p>Coordinator uses a variety of coaching strategies and adjusts their approach based on the needs of the educator(s).</p> <ul style="list-style-type: none"> • Fluidly navigates between mentoring,

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student outcomes	<p>coaching, and consulting depending on the need</p> <ul style="list-style-type: none"> • Uses powerful questioning to clarify, extend and deepen thinking, explore options, invite diverse perspectives, and draw upon the expertise of the educator(s)
2.d. Values family, school, community partnerships	<p>Coordinator leads the team in using the Four Design Elements related to family, school, and community partnerships (FSCP).</p> <ul style="list-style-type: none"> • Builds trusting relationships • Supports an inclusive culture • Designs capacity thinking • Dedicates necessary resources <p>Coordinator completes the FSCP self-assessment and leads discussions for continuous improvement.</p>

3. Change Facilitation

This competency is important because:

- Understanding the complexity of change and factors that impact implementation of new practices, leads to effective, efficient, and sustainable implementation of initiatives.
- Attending to technical and adaptive challenges in response to identified needs, using implementation and outcome data, improves access to quality learning opportunities for everyone in the learning community.

Components of change facilitation	Expected use in practice (description of practitioner behavior)
3.a. Understands the complexity of change	<p>Coordinator supports the team in understanding change theory and implementation science.</p> <ul style="list-style-type: none"> • Understands stages of implementation, implementation drivers, and a variety of strategies to support systems change (CDE implementation guides, Active Implementation Hub from NIRN)

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	<ul style="list-style-type: none"> • Guides the team through identifying possible strategies to support effective systems change, which includes technical and adaptive change • Anticipates, attends to, and mitigates resistance to change • Understands the value of productive disequilibrium • Assists the team in identifying others who may need to be involved in addressing factors of change and implementation
<p>3.b. Provides capacity building opportunities to learn, apply, discuss, and process implementation efforts.</p>	<p>Coordinator operates with a growth mindset and offers safe spaces to apply new learning</p> <ul style="list-style-type: none"> • Uses the COMTSS PD Plan as a tool when planning professional development • Ensures educator(s) have multiple opportunities and pathways to practice and rehearse new skills • Leads with asking rather than telling and restates what is being observed or articulated and provides effective feedback • Demonstrates reciprocity (a desire/ willingness to learn from educator(s)) • Acknowledges personal growth in others

4. Reflective Practice

This competency is important because engaging in continuous self-improvement through professional learning is a requisite for continued relevance in the advancement of ever-changing systems. Modeling the habits of lifelong learning and professional growth can lead to educator(s) ownership of and participation in the change process.

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Components of Reflective Practice	Expected use in practice (description of practitioner behavior)
4.a. Develops coaching capacity through reflection and growth mindset	Coordinator engages in authentic reflection to increase awareness of self, others, and their interactions.
4.b. Grows emotional intelligence and resiliency	Coordinator understands personal biases, assumptions, triggers, values, and beliefs brought to coaching, self-monitors and adjusts behavior as necessary to minimize judgment and assume positive intent. <ul style="list-style-type: none"> • Investigates the origin of personal assumptions and triggers that leads to personal growth
4.c. Seeks and applies feedback for self-improvement.	Coordinator engages with, reflects on, and incorporates feedback for self-improvement. <ul style="list-style-type: none"> • Engages in the pre-meeting, meeting, debrief cycle

Resources

The following publications informed COMTSS Coordinator Competencies Table:

Capacity Coach - Practice Profile, Florida State Personnel Development Grant 2020, published 2020. Metz, A., Louison, L., Burke, K., Albers, B., & Ward, C. (November 2020). Implementation Support

Positive Behavioral Interventions and Supports System’s Level Coaching Competencies Matrix, Colorado Department of Education, Office of Learning Supports, distributed 2018

[Practitioner Profile Guiding Principles and Core Competencies for Implementation Practice Version 4.0.](https://nirn.fpg.unc.edu/implementation-practice/)

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