

Visionary Educational Coaching Coaching/Consulting Alignment Plan

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Our Purpose

To inspire and affirm clients so they can see their strengths clearly, name their next steps, and lead change with confidence.

Through MTSS-aligned coaching, you help leadership teams create the conditions for learning and motivation that allow every student and adult to belong, grow, and succeed.

	Integrity	Empathy	Passion
Define	Acting with honesty, clarity, and alignment between words, data, and actions in every coaching relationship.	Seeking to deeply understand clients' context, emotions, and lived experiences before offering advice or solutions.	Bringing energy, belief, and commitment to the work, especially when systems feel stuck or discouraged.
Look Like	Naming strengths and challenges transparently; grounding recommendations in data and research; keeping commitments and boundaries.	Asking curious questions; listening more than talking; validating emotions; honoring identity, history, and community context.	Celebrating small wins; modeling optimism; designing engaging learning experiences; staying with clients through the messy middle of change.
Feel Like	"I can trust this coach to tell us the truth kindly and help us act on it."	"We feel seen, heard, and respected; this work is with us, not done to us."	"This work feels energizing and hopeful; we are excited to try new things and keep improving."

Goal

By the end of a coaching cycle (e.g., one school year), each leadership team will have a coherent systems alignment plan that connects conditions for learning, instruction, intervention, and data use across tiers, and they will be actively implementing at least one priority change in Tier 1 practice and one change in their team/data structures. Over the same period, leaders will report increased clarity, efficacy, and shared ownership for systems work, and early indicators (walkthroughs, climate and engagement data, selected student outcomes) will show movement in belonging, engagement, and support for the whole child.

Goal Details

Rationale, Information, etc.	Skills, Knowledge, Dispositions	
Schools often experience a collection of disconnected initiatives rather than one coherent system anchored in belonging, well-being, and engagement. Leadership teams need structured support to examine current reality, align efforts, and design systems that support autonomy, competence, and relatedness for students and adults. Coaching provides the relational safety, thought partnership, and accountability needed to move from ideas to concrete, sustainable changes in practice and systems.	VEC Coach	VEC Clients
	• Deep knowledge of systems alignment, conditions for learning, motivation, and neuroscience principles, and how they translate into concrete leadership and classroom practices. • Skills in facilitation, data inquiry, systems thinking, and alignment planning across tiers and initiatives. • Dispositions of humility, curiosity, cultural responsiveness, and strong belief in leaders' capacity to grow and lead change.	• Understand a whole-child, whole-system framework, and how Tier 1, 2, and 3 fit together. • Skills to analyze data, map current practices, identify gaps in conditions for learning, and design aligned actions across academics, behavior, and SEL. • Dispositions of shared ownership, willingness to examine current practice honestly, and commitment to continuous improvement rather than compliance.

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Actions (Alignment: Environment, Engagement, Curriculum)			
Activities/Learning		Processes/Systems	
Co-create a psychological and relational safety agreement with leadership teams. Design predictable coaching structures (cycle agendas, protocols, check-ins) that model the same conditions for learning you want for classrooms.		Establish a year-long coaching arc with scheduled sessions, between-session tasks, and clear roles. Use common tools across clients (alignment maps, system scans, conditions-for-learning inventories).	
Facilitate sessions that start with client voice (wins, tensions, questions) and connect to current reality before new content. Use stories, case examples, and practice activities so leaders experience engagement and motivation strategies they will later use with staff and students.		Build in regular reflection moments to name what felt energizing and what leaders want to try next. Use simple next-step commitments at the end of each session to translate insight into action.	
Teach the VEC systems framework as a coherence tool that links conditions for learning, instruction, and tiered supports. Introduce Conditions for Learning and Motivation/Neuroscience models and connect them to concrete leadership moves, staff behaviors, and student experiences.		Guide teams to build systems Alignment Plans naming priority outcomes, Tier 1 practices, data routines, and Tier 2/3 structures. Help teams map existing initiatives and requirements (LCAP, SEL, PBIS, literacy) onto the alignment plan so efforts reinforce each other.	

Monitoring (Fidelity & Outcome)			
Tool	Who	When	Information
Systems coherence/alignment self-assessment rubric (FIA).	Coach and leadership team.	Baseline, mid-year, end-of-year.	Changes in clarity, alignment, and implementation across key domains.
Coaching cycle logs tracking goals, actions, and evidence of change.	Coach.	Each session.	Documentation of commitments, follow-through, and emerging patterns.
Leader pulse surveys or reflections on clarity, motivation, and efficacy.	Leadership team members.	Quarterly or at key milestones.	Perceptions of support, confidence, and focus.
Selected school indicators (walkthrough snapshots, climate/engagement data, key student outcomes).	Leadership/MTSS team.	Aligned with existing data cycles.	Early evidence that shifts in leadership practice are improving conditions for learning.

Goal Supports	
Reinforcing Feedback	Tier 1 Responsive Intervention
Name and celebrate client strengths, small wins, and evidence of growth; connect praise to specific leadership behaviors and framework elements.	When resistance or overwhelm appears, slow down to explore underlying beliefs, fears, and system pressures instead of pushing more content.
Provide specific, behavior-based feedback on leadership practices and team dynamics that link to Conditions for Learning and Motivation.	Re-scope work into smaller, achievable steps and co-design quick wins that rebuild efficacy and momentum.
Share stories and artifacts (before/after examples, quotes, data shifts) that help teams see their impact and stay motivated.	Shift focus, when needed, from technical planning to relational and cultural conditions (trust, psychological safety, clarity of roles) that are blocking progress.

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Training & Coaching Component (Staff Focused)			
Activity	Who	Resources	Time Frame
Launch sessions: Systems as a Coherence Framework and Conditions for Learning & Motivation for Adults and Students.	Coach with site/district leaders.	Visual models, slide decks, handouts, and alignment-plan templates.	Start of partnership or school year.
Ongoing leadership team coaching sessions blending new learning with application to data, alignment planning, and problem-solving.	Coach and full leadership team.	Session protocols, data displays, planning tools.	Throughout the year on a regular schedule (e.g., monthly).
Staff-facing workshops co-designed with leaders to cascade the work to school teams.	Coach and selected leaders or teacher-leaders.	Adapted visuals, agendas, and activities aligned to site context.	As needed, aligned to key implementation moments.

Tier 2 Supports	
What	Who
Targeted coaching for specific teams or initiatives (e.g., school-level leadership team, PBIS team, literacy team) to ensure alignment with the broader MTSS framework.	Coach with focused leadership or project teams.
Focused data and problem-solving sessions on particular challenges (e.g., chronic absenteeism, discipline disproportionality, math outcomes) using Conditions for Learning and Motivation lenses.	Coach and relevant site/district leaders.

Tier 3 Supports	
What	Who
Intensive, customized support for systems in crisis or undergoing major change (e.g., redesign retreats, on-site multi-day visits, large-scale coherence planning).	Coach in close collaboration with district and site leadership.
Collaboration to rebuild foundational conditions (trust, clarity of roles, team structures) before scaling broader systems work.	Coach, executive leaders, and key stakeholders.