

# A Model of Effective Coaching Support for Early Reading RTI

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ProjectREADERS

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# Project Rationale

- Majority of students with reading difficulties in 3<sup>rd</sup> grade continue to be poor readers in 9<sup>th</sup> grade (e.g., Francis et al., 1996)
- Identifying all students' needs and intervening early is critical to ensuring students' success in school (Torgesen, 2009; Wanzek & Vaughn, 2007) and to promoting social justice
- Many schools have begun to adopt a **Response-to-Intervention (RTI) approach** for the early prevention of reading difficulties
- Within a **RTI** framework, teachers:
  - Use data to identify students at risk of reading difficulties
  - Plan, implement, and evaluate instruction and interventions to promote student reading

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# Project Rationale

- Although developing research base on RTI, additional research is needed to assess the utility of efficient and effective approaches for supporting teachers in the RTI process

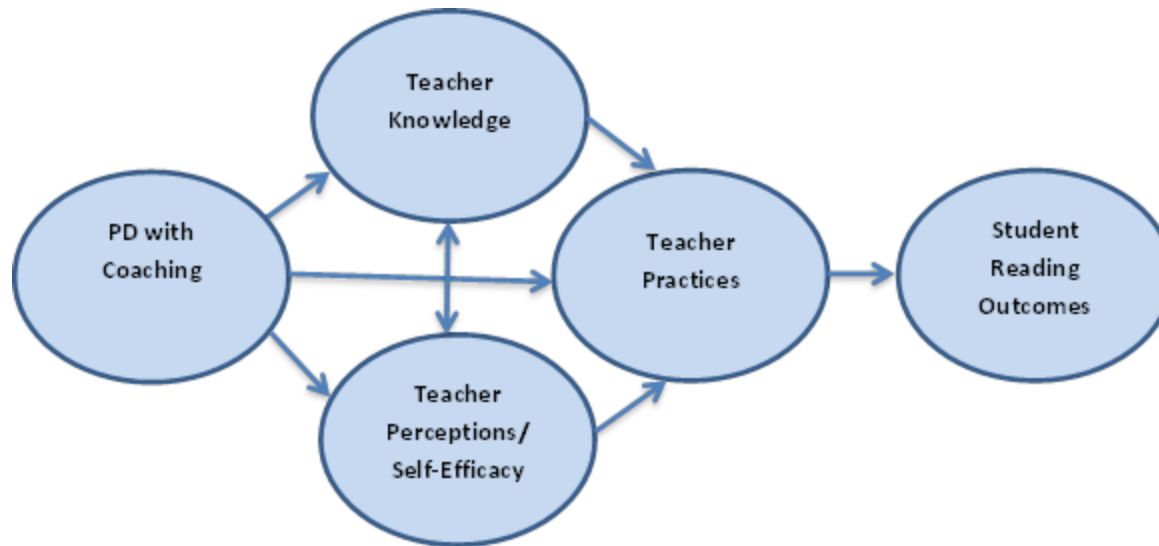
# Project READERS

- Response to Effective Assessment Driven Early Reading Supports

# Purpose of Project

- To evaluate the impact of teacher professional development with web-based coaching in the use of student data and the implementation of interventions to prevent and remediate reading difficulties

# Proposed Theory of Change





# Initial Research Question

- What is the impact of professional development with web-based coaching on **teacher/ interventionist knowledge, perceptions, and practice?**

# Research Design

- Randomized experimental design, with schools assigned to:
  - PD with coaching
  - Business as usual (control)

# Participating Schools

- Inclusionary criteria:
  - Elementary school serving K-3 students
  - Classified as rural
  - Commitment to:
    - Use DIBELS Next
    - Have teachers engage in data-based decision making
    - Provide staff and time for intervention implementation
    - Use project's intervention toolkit
  - Internet capability

# Participating Schools

- 61 participating schools
  - From 8 states in the Midwest and Northeast
- Differing levels of RtI readiness
  - Awareness and understanding of RtI
  - Beliefs about universal screening and CBM
  - Time and resources dedicated to core reading instruction and reading intervention
  - Personnel responsible for universal screening/assessment and reading intervention

# Participants

- **206 Teachers**
  - K-3 general education teachers
  - Some familiar with data-based decision making
  - Ranged from 1-4 teachers per school
- **184 Interventionists**
  - Varying roles within school
  - Difficulty in many schools finding personnel
  - Ranged from 1-4 teachers per school
- **Approximately 6000 K-3 students**

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# Procedure

- Teachers and interventionists in PD schools participated in onsite institute-based trainings and ongoing web-facilitated coaching from one of six RTI coaches
- Professional development focuses on:
  - using data to identify students with reading difficulties and to plan and evaluate interventions
  - implementing effective instructional practices and specific reading interventions
- Distance coaching occurred outside of class time (teachers) or during intervention delivery via a “bug-in-the-ear” approach (interventionists)
- The impact of PD with coaching on teacher and student outcomes was assessed via multiple measures



# Teacher/Interventionist

## Data Collection/Outcome Measures

- Teacher/Interventionist Knowledge (pre-post)
  - Data-Based Decision Making Knowledge for Reading (Ihlo, Parisi, & Glover, 2009) (33 items)
  - Teacher Knowledge of Reading and Reading Practices (Carlisle, Johnson, Phelps, & Rowan, 2008) (13 items)
- Teacher/Interventionist Perceptions (rated 1-4; pre-post)
  - Importance of DBDM and reading instructional components
  - Skills related to DBDM and reading instructional components (self-efficacy)
- Teacher Logs for DBDM
  - Coded based on 13-item DBDM rubric
- Intervention videotaping
  - Coded based on observational rubric



# Student Data Collection/Outcome Measures

- DIBELS Next (Fall, Winter, & Spring)
- Woodcock Johnson Tests of Achievement – Reading (Pre-Post)
  - Randomly selected 4 intervention students/classroom



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## Professional Development Institutes

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# Training for Teachers & Interventionists

- Teacher trainings provided content around the rationale and “how to” of data-based decision making for students struggling with reading
  - Included didactic training and active participation through the use of scenarios and real students data
- Intervention trainings provided support in effective delivery of reading interventions
  - Included training on effective teaching practices as well as training on specific intervention protocols
  - Included modeling and opportunity for practice of intervention delivery with feedback



# Teacher Institute

- Day 1
  - Rationale for Project READERS & Data-based Decision Making
  - DIBELS Next Administration & Scoring
- Days 2
  - What & Why of RTI
  - Effective Instruction – delivery
  - Effective Instruction – content (Big 5)
  - Differentiating core instruction
  - Overview of Problem Solving and Intervention Planning Process
- Day 3
  - Using screening data to identify students who may need additional support/intervention
  - Conducting Survey Level Assessment to determine level for progress monitoring
  - Informal analysis of error patterns to further analyze reading concern & identify skill area needs for intervention



# Teacher Institute (cont.)

- Day 4
  - Key elements of effective intervention
  - Flexible grouping practices
  - Monitoring fidelity of intervention
  - Documenting intervention
  - Preview of interventions used within Project READERS
- Day 5
  - Data needed for decision making
  - Analyzing intervention data – 5-point rule, examining trend & growth rate, and examining level of progress
  - Potential decisions
  - Alterable components for strengthening and/or intensifying intervention

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# Interventionist Training

## Intervention Institute (4 days of training)

- Content
  - Managing small group instruction/behavior
  - Explicit instructional techniques (e.g., pacing, signaling, error correction)
  - Delivery of each intervention used in Project READERS
  - Intervention documentation (including self assessment of fidelity)
- Structure
  - Didactic instruction related to rationale for explicit instructional techniques
  - Preview of intervention materials
  - Model of specific formats/aspects of lessons from each intervention
  - Practice with feedback



# Characteristics of Intervention Programs Used in Project READERS

- Empirically-supported programs
- Comprehensive, systematic scope & sequence, scripted
- Explicit instructional delivery methods
- Emphasis on mastery
- Included in-program assessments
- System for managing small-group behavior

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# Suggested Guidelines for Intervention Delivery

- Deliver 5 days per week for at least 30 minutes
- Groups of 3-5 students
- Complete self assessment of fidelity
- Complete intervention documentation (lesson progress, student attendance, intervention duration, student accuracy & engagement in intervention)



# Project READERS Coaching

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# Coaching in the Literature

- Thoughts on coaching in the literature
  - Coaching is not well-defined
  - Lack a systematic process for coaching
  - Most studies don't link coaching to results for students

# Project READERS Coaching

- One-to-one coaching
- Focus on application of training content
- Systematic, protocol-driven process
  - Assisting teachers in
    - reviewing data
    - using data to differentiate instruction
    - developing intervention plans
    - evaluating student progress
  - Assisting interventionists in
    - implementing high quality interventions with fidelity

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# Training and Support for Coaches

- Content training
- Protocol training
- Protocol practice
- Coach supervision – video feedback
- Coach group meetings
- Coach self reflection and peer feedback

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# Project READERS Coaching

## ***DBDM visits***

- Conducted with general education teachers
- Outside of classroom instruction
- Protocol driven
- Walk teachers through process of using data to inform instruction and intervention

## ***Coaching Calls***

- Check in with teachers and interventionists
- Answer questions between coaching sessions
- Give teachers reminders about sending in paperwork

## ***Interventionist Implementation visits***

- Observe intervention implementation live
- Provide feedback during instruction
- Debrief following the session

## ***Outside of coaching sessions***

- Attend training
- Read articles
- Review teachers' data, logs, plans, videos
- Answer emails

# DBDM Coaching

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# DBDM Coaching Sessions

Focused on application of content covered in the most recent Teacher Institute session

Structure of sessions:



1. Updates on progress/tasks from previous coaching session
2. Review of content from the Institute relevant to next step in the process
3. Review of relevant data (e.g., screening, progress monitoring)
4. Guided practice
  - a. Coach walks through next step with the teacher using 1 student from the class
  - b. Teacher walks through next step with a second student
5. Preview next coaching visit
6. Set teacher & coach next steps




Coach: \_\_\_\_\_  
Date: \_\_\_\_\_

Teacher: \_\_\_\_\_  
School: \_\_\_\_\_

### DBDM Coaching Protocol Session 1

-  Start recording with ooVoo or the video camera
-  Record Start Time: \_\_\_\_\_
- Greeting and Agenda-approximately 2 minutes*
  - Open the meeting with a greeting, and thank the teacher for his/her willingness to participate
  - Set the agenda. **Refer to Handout 1: Agenda DBDM 1**
    - Statement of coaching session objective for today
    - Review content, data, practice together
    - Teacher next steps
    - Next meeting
- Statement of Coaching Session Objective-approximately 1 minute*
  - Analyze universal screening data and validation data to identify students for whom additional assessment data are necessary and prepare for Survey Level Assessment
- Updates from last Teacher Institute – *approximately 1 minute*
  - Check to determine if teacher next steps were completed
    - Conducted validation assessment for all students who did not meet benchmarks according to Project READERS guidelines
- Content Review-approximately 5 minutes*
  - Using Handout 2: Review slides**, review content from the Teacher Institute
    - Conducting survey level assessment to determine progress monitoring level

<b>Coaching Guidelines</b>	<b>Survey Level Assessment:</b> Conduct a Survey Level Assessment for all students not meeting benchmarks in grades 1, 2, and 3.
	Refer to <b>Handout 5: SLA Flowchart</b> to determine progress-monitoring level. Monitor progress at instructional level weekly and grade level monthly.





# Intervention Coaching

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# Intervention Implementation Coaching Visits (Bug-in-Ear)

What coaches are looking for:

## Student behaviors

- Responding in unison on cues
- Engagement in lesson
- Accuracy of responses

## Teacher behaviors to consider (based on student behavior)

- Adherence to the intervention script
- Pace
- Signals
- Effectiveness of interventionist modeling
- Provision of ample opportunities for students to respond
- Provision of immediate corrective feedback for student errors in “I do, we do, you do” format
- Effectiveness of individual turns

# Intervention Implementation Coaching (cont.)

Additional look fors in side-by-side coaching

- How were the students seated?
- How did the interventionist start the lesson?
- How did the interventionist “handle” off-task behavior?
- Were any students too high/low for the group? Are the students placed correctly in the program?
- What specific praise statements did you hear?

# Intervention Implementation Coaching: Bug-in-Ear Protocol

- Provide positive feedback – interventionist and students
- Provide brief assignment for students
- Quickly and softly describe the concern
- Provide rationale for suggested change
- Praise students for working & quickly ask about task
- Model suggested change for the interventionist
- Have interventionist continue by repeating the activity where you stopped him/her
- Provide positive feedback for interventionist

Coach: \_\_\_\_\_  
Date: \_\_\_\_\_


Interventionist: \_\_\_\_\_  
School: \_\_\_\_\_


Implementation Coaching Session Protocol (Side-by-side coaching)  
(Interventionist)

Intervention: \_\_\_\_\_ Lesson: \_\_\_\_\_

Number of students in group: \_\_\_\_\_

Date reminder email sent: \_\_\_\_\_

 Start recording with ~~Screenium~~ or the video camera

 Record Start Time: \_\_\_\_\_

Side-by-Side Coaching

- Things to look for in side-by-side coaching
- Adherence to the intervention script
  - Pacing
  - Clear signaling
  - Interventionist modeling
  - Ample opportunities for students to respond
  - Immediate corrective feedback for student errors in "I do, we do, you do" format
  - Providing individual turns



Area(s) for improvement: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- When you notice a need to strengthen an area above, follow the steps for side-by-side coaching
- Pause & provide positive feedback for interventionist and students
  - Provide brief assignment for students
  - Quickly and softly describe the concern (keep it brief and relate it to student behavior)
  - Provide rationale for suggested change – related to student behavior
  - Praise students for working on assignment & quickly ask about the assignment
  - Model the suggested change for the interventionist before they start again
  - Tell the interventionist to continue by repeating the activity on which you stopped him/her
  - Provide positive feedback for interventionist

Briefly describe suggested change & rationale provided: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional Observation Questions for Feedback Session

- How were the students seated?
- How did the interventionist start the lesson?
- How did the interventionist "handle" off-task behavior?
- Were any students too high/low for the group?
- What specific praise statements did you hear?
- Are the students placed correctly in the program?

 Record Stop Time: \_\_\_\_\_  Stop recording; save the ~~Screenium~~ or finalize the DVD

# Video example of intervention implementation coaching (bug-in-ear)

# Intervention Implementation Coaching: Debriefing protocol

Have interventionist discuss her/his implementation in each area (i.e., modeling, providing corrective feedback, etc.)

- Use fidelity checks as a guide

Provide positive feedback from coaching session

- Begin with positive feedback on what went well
- Focus on how interventionist behavior impacted student behavior



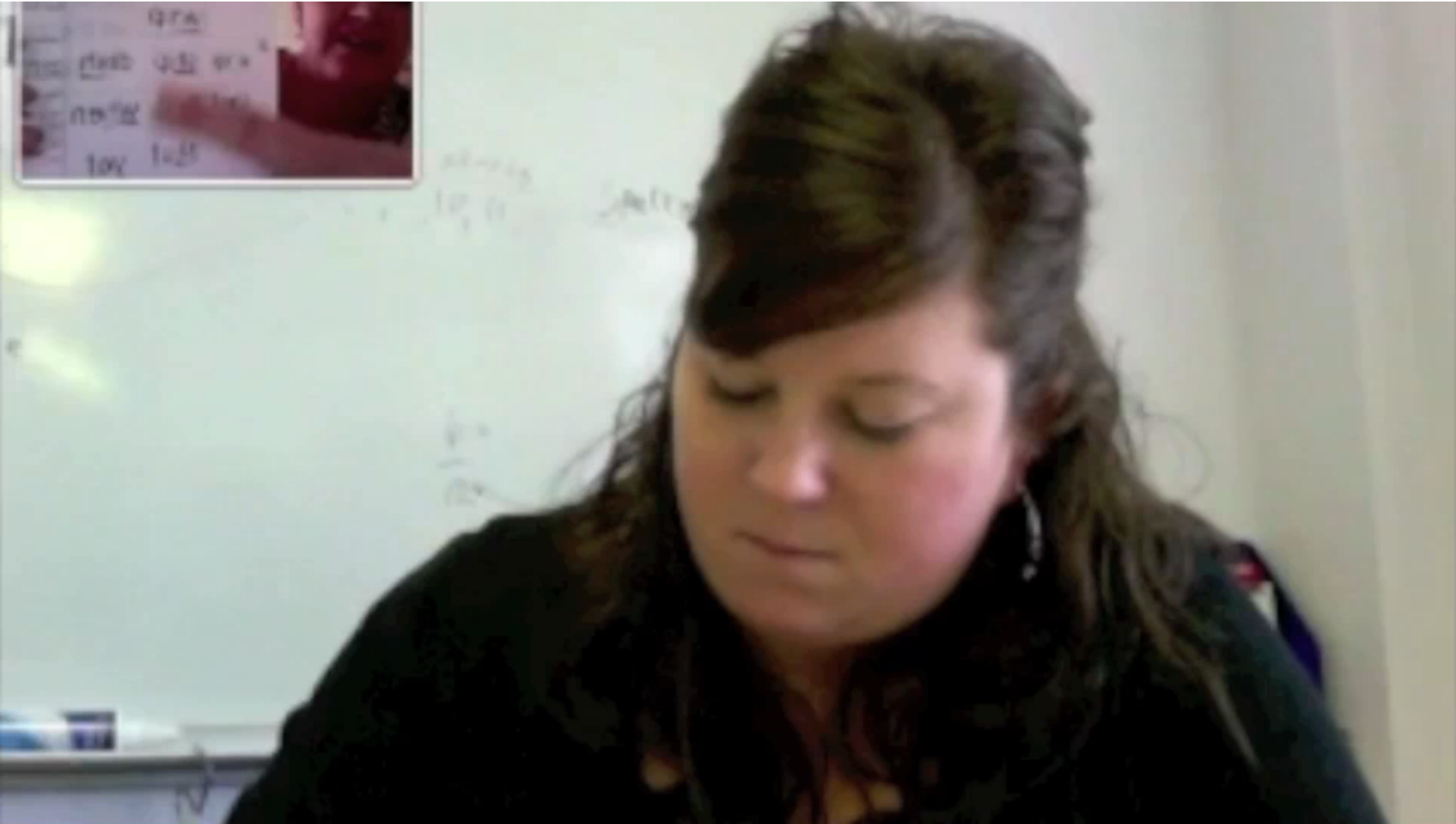
# Intervention Implementation Coaching: Debriefing Protocol (cont.)

- Coach for improvement
  - Review area(s) for improvement based on side-by-side coaching
  - Review and **model** suggested change
  - Review rationale for change or why that item needs to be implemented
  - **Have interventionist practice suggested change**
  - **Provide feedback on practice**





# Video example of intervention implementation debriefing session



# Common Obstacles to Implementation

- Screening efforts
- Intervention time and staff
- Time for coaching calls
- Core curriculum

# Facilitating Implementation

- Clear and consistent communication with and between school and district stakeholders
  - All team members understood goals and expectations
  - Shared data with all stakeholders
  - Administrators were aware of importance of project and supported staff (e.g., intervention teacher does not proctor exams during intervention time)

# Facilitating Implementation

- Integrating project within existing school structure or making feasible changes
  - Utilize current resources (e.g., intervention times)
  - Schedule “tweaks” or changes
  - Student intervention group changes

# Data Analysis & Results

- **Initial Research Question:** What is the impact of professional development with web-based coaching on **teacher/ interventionist knowledge, perceptions, and practice?**

# Data Analysis & Results

- 3-level multilevel model (time points within teachers within schools) examined the fixed effect of time by treatment interaction

# Data Analysis & Results – Knowledge & Beliefs

- Teachers participating in PD had a greater increase in:
  - Data-based decision-making knowledge
  - Perceived skills pertaining to data-based decision making
- Interventionists participating in PD had a greater increase in:
  - Reading instructional knowledge
  - Perceived skills pertaining to reading instruction



# Data Analysis & Results – Teacher Practice

- Teachers participating in PD also exhibited greater data-based decision making than control teachers (based on coded logs)

# Participant Perspectives

## *Comments from Teachers*

- “Being able to converse one on one and ask questions and get immediate feedback was priceless!”
- “I really liked getting ideas on what to do with different groups of kids, help on how to group kids, what materials to use for small groups, and having [my reading coach] as a sounding board for ideas!”

## *Comments from Interventionists*

- “My coach listens to my concerns and helps me become a better interventionist.”
- “When I have questions [my reading coach] is always willing to answer them right away or show me how to do better with the students.”
- “Having the coach give me feedback on what I was doing right and what I needed to change.”
- “The immediate feedback gave me the opportunity to see my coach model certain skills.”

# Conclusions

- Teacher and interventionists who received PD with coaching exhibited a greater increase in knowledge, perceived skills, and practice (as hypothesized)
- PD with distance coaching appears to be an efficient/effective approach for supporting teachers in implementing RT
- This distance-mediated approach may be useful when local expertise is not available

# Next Steps

- Preliminary findings
  - These initial findings are for teacher outcomes; analysis of student outcome data is currently under way
  - Video observations of intervention implementation will be completed in spring 2014
- Future investigations of the implementation process and school stakeholders' integration of RTI into service delivery systems would also be a useful complement to this study

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