Using an Adaptive Intervention Coaching Model to Support Teachers' Implementation of a Multi-Component Text-Based Knowledge Building Routine

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Acknowledgements

- This work was supported by the following grants:
  - H326M150016 from the Office of Special Education Programs, U.S. Department of Education, to The University of Texas at Austin and the University of Maryland: **PACT Plus**; https://meadowscenter.org/project/pact-plus/
  - R324A200012 from the Institute of Education Sciences, U.S. Department of Education: **AIM Coaching IES**; www.aimcoaching.org
  - H326M200015 from the Office of Special Education Programs, U.S. Department of Education, to the University of Maryland and The University of Texas at Austin: **AIM Coaching OSEP**; www.aimcoaching.org
  - **School partners!**

The opinions expressed are those of the authors and do not represent the views of the U.S. Department of Education.

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Agenda

- State of Adolescent Literacy: Importance of Building Schoolwide Literacy Models
- A Line of Integrated Literacy and Knowledge Building Work Including Adaptations Made In Response to
  - Findings about the Student Needs,
  - Practice Considerations, and
  - School-Level Supports
- Example of a Systematic Coaching Model
  - What does it look like?
  - What are the findings from the pilot study?
  - What were some challenges?
- Final Thoughts/Reflection

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There’s a need to be able to **read and comprehend complex text to acquire content knowledge** at the secondary level

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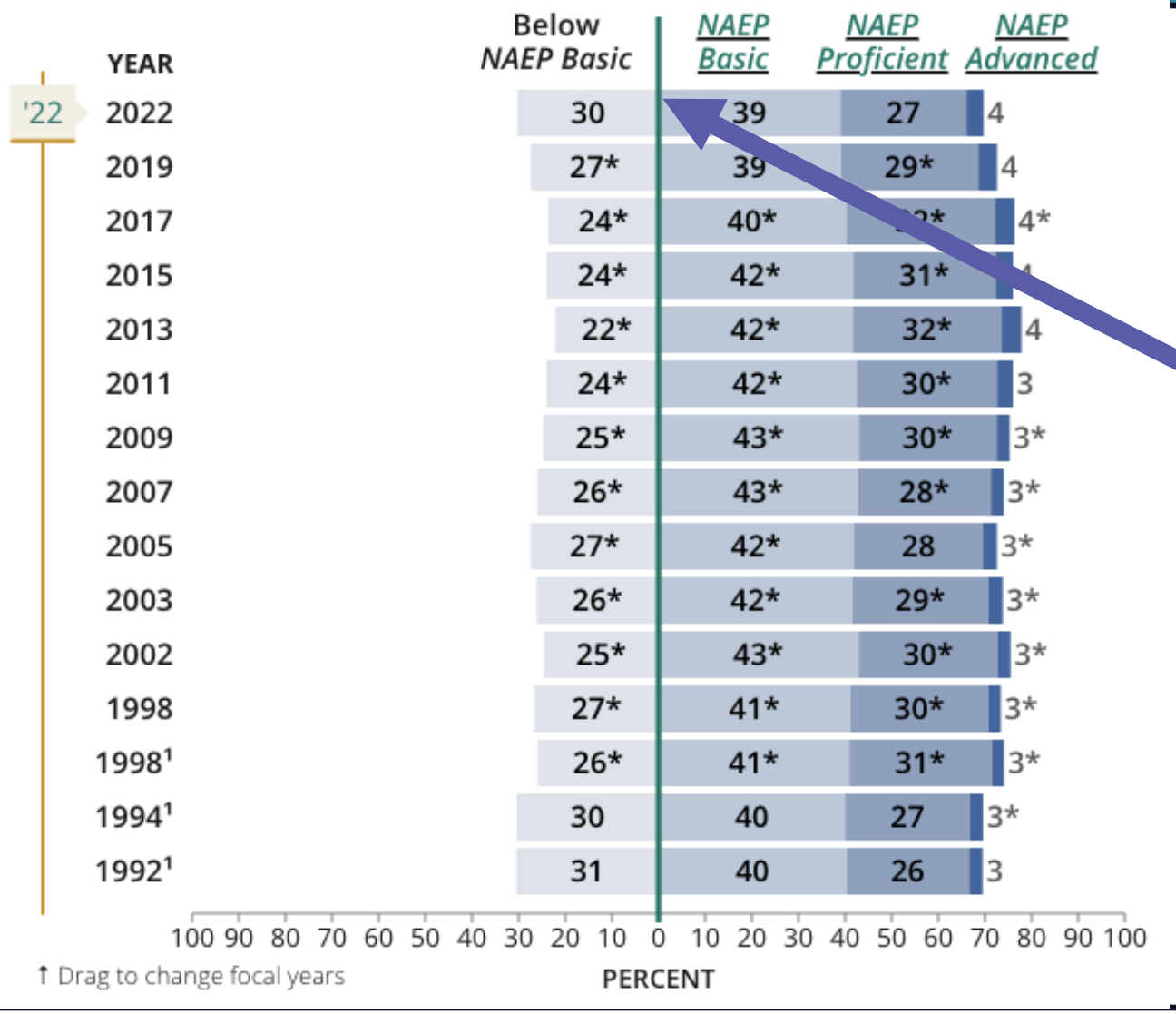
Many Middle School Students Struggle with Reading



NAEP Basic

- locate information in a text
- identify main idea
- identify theme
- identify author's purpose
- make simple inferences
- interpret meaning of a word as it is used in text

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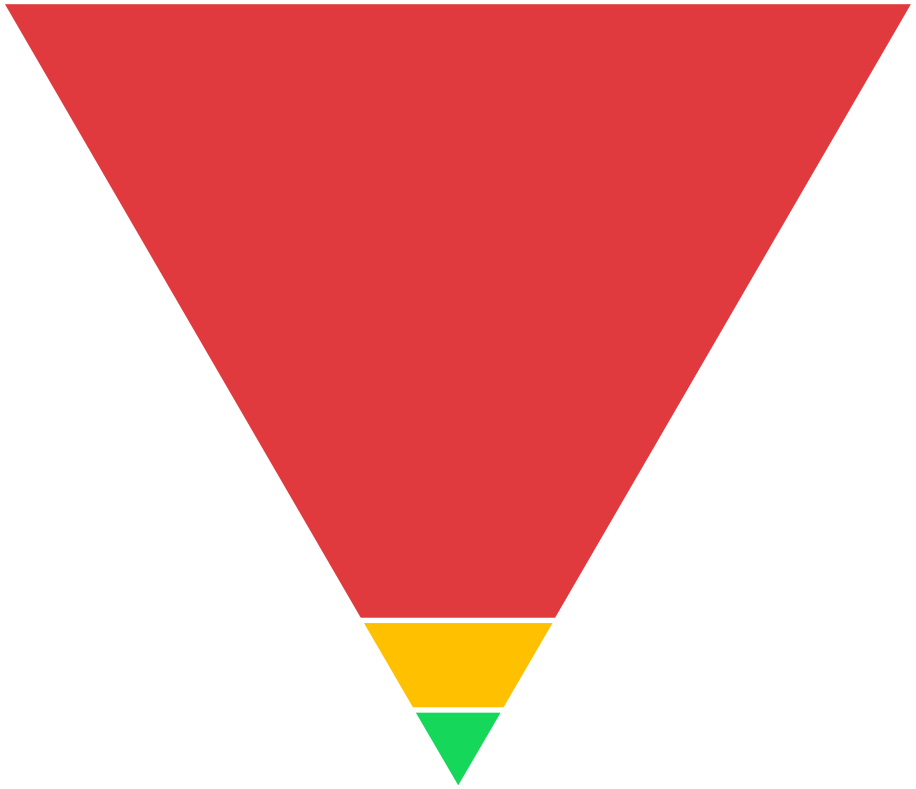
Flipped Triangle



Every Morning…

Integrated Literacy & Knowledge Building Approach

Elementary

Coherent and Cumulative Content

\+ ELA

↳ Content Rich ELA Curricula

↳ Literacy Skills and Knowledge Base Needed for Comprehension and Content Acquisition

Secondary

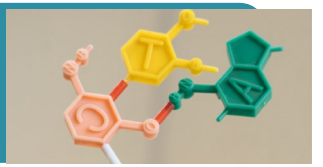
EB Literacy Practices

\+ Coherent and Cumulative Content [their curriculum]

↳ Integrated Literacy and Knowledge Building Approach

↳ Literacy Skills and Knowledge Base Needed for Comprehension and Content Acquisition

School-Wide Literacy Models Provide for Struggling Readers in an Efficient Way

1	Science 
1	Social Studies
1	ELA
5	Reading/SPED

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Guidance from the Institute of Education Sciences

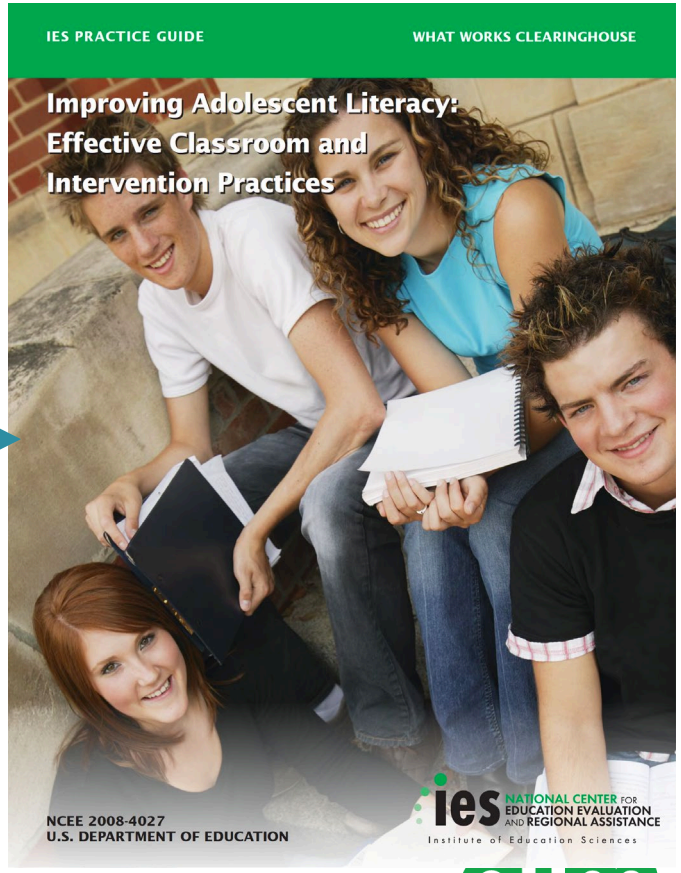
U.S. Department of Education

Institute of Education Sciences

Research arm of the U.S. DOE

Independent and Non-Partisan

Mission: Provide scientific evidence on which to ground education practice.



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IES Recommendations Based on Strong or Moderate Scientific Evidence

Provide explicit vocabulary instruction.	Strong	Modeling and Guided Practice
Increase student motivation and engagement in literacy learning.	Moderate	
Make available intensive interventions for struggling readers.	Strong	Corrective Feedback

"They always tell us to get the main idea but no one ever shows us—how do you [actually] get the main idea?"

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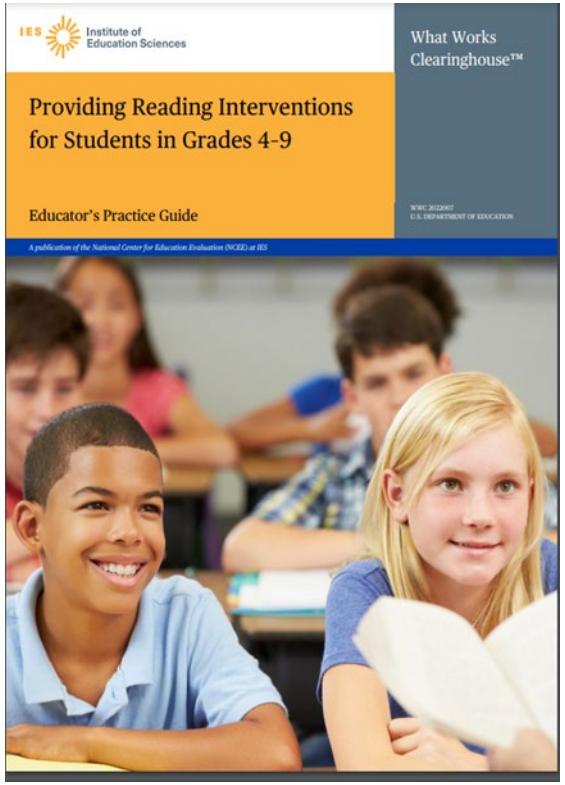

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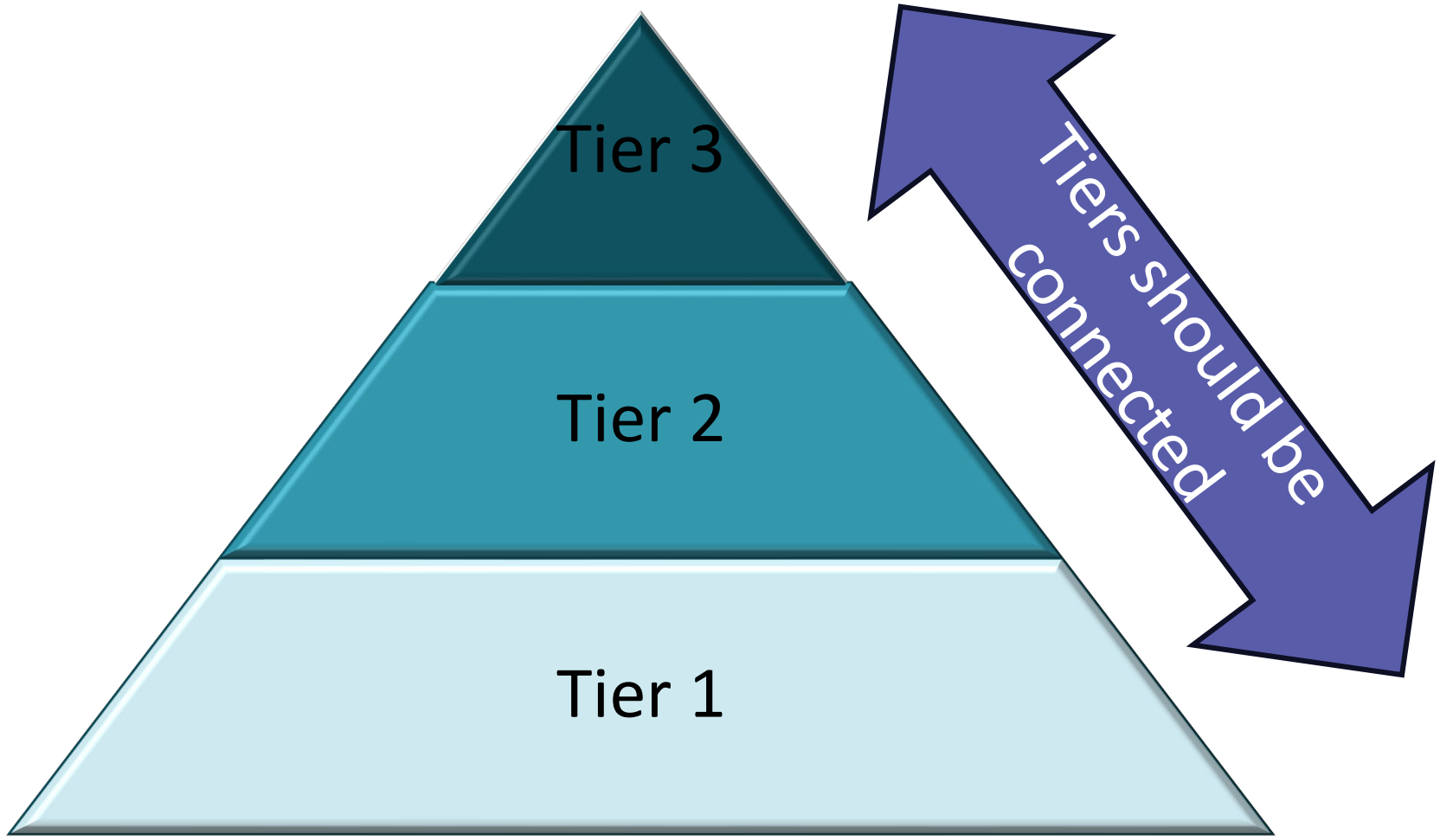
IES Recommendations Based on Strong or Moderate Scientific Evidence: Providing Reading Interventions for Students in Grades 4-9 (2022)

Build students decoding skills so they can read complex multisyllabic words	Strong	Modeling and Guided Practice
Provide fluency-building activities to help students read effortlessly	Strong	
Routinely use a set of comprehension-building practices to help students make sense of text	Strong	Opportunities to Respond and Practice
Provide students with opportunities to practice making sense of stretch text.	Moderate	Corrective Feedback

Connection Between Tiers of Support



Example: Connection Between Tiers

Evidence-Based Comprehension Building Practices

Tier 1

1 Science

1 Social Studies

1 ELA

Topics & Texts

Tiers 2/3 More intense comprehension building practices and word study

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A Line of Integrated Literacy and Knowledge Building Work

- **Phase I:** PACT (IES)
- **Phase II:** PACT Plus (OSEP)
- **Phase III:** AIM Coaching (IES)
- **Phase IV:** District Scale-Up (no one…yet!)

Phase I: PACT

US History; 8th grade; unit-based content approach

Comprehension Canopy	Essential Words	Critical Reading	Team-Based Learning
Building background knowledge	Building vocabulary knowledge	Facilitating text comprehension through reading and text-based discussion	• Comprehension Checks • Knowledge Acquisition

Vaughn et al. 2013; 2015

Letter From Benjamin Franklin

(1)

January 6, 1766

Sir,

I have attentively studied the paper you sent me, and I am of opinion that the measure it proposes, of a union of Great Britain with the colonies, is a wise one.

(2)

However, Britain holds back the colonies in every branch of commerce that she thinks interferes with her own; she drains the colonies, by her trade with them, of all the cash they can make by every art and industry in any part of the world; and thus keeps them always in her debt. While these circumstances continue, is it still necessary or wise to tax the colonies, in a Parliament wherein they have no representative? And are the colonists to be thought unreasonable and ungrateful if they oppose such taxes?

What is Benjamin Franklin's complaint?

(3)

How, they say, shall we show our loyalty to our gracious King, if our money is to be given by others, without asking our consent? And, if the Parliament has a right to take from us a penny for every pound, where is the line drawn, and what shall keep Parliament from demanding, whenever they please, for the rest of the pound?

(4)

Have we then anything that we can call our own? It is more than probable that bringing representatives from the colonies to sit and act as members of Parliament would in a little time remove these objections and difficulties and make the future government of the colonies easy; but, until some such thing is done, I do not believe that any taxes levied by Parliament will ever be collected, but such as must be stained with blood. I am sure the profit of such taxes will never be worth the expense of collecting them and that the respect and affection of the Americans to Britain will in the struggle be totally lost, perhaps never to be recovered.

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The PACT and PACT Plus research teams from The University of Texas at Austin, Florida State University, and Texas A&M University developed these materials with funding from the Institute of Education Sciences (R305F100013) and Office of Special Education Programs (H326M150016).

(5)

In my own private judgment, I think an immediate repeal of the Stamp Act would be the best measure for this country. The repeal would fill them with joy and gratitude, re-establish their respect and veneration for Parliament, and restore at once their ancient and natural love for this country and their regard for everything that comes from it.

I am, with much esteem, your obliged friend,

B. Franklin

Adapted from Mott, F. L., & Jorgenson, C. E. (1936). *Benjamin Franklin: Representative selections, with introduction, bibliography, and notes*. Project Gutenberg eBook retrieved from http://www.gutenberg.org/files/35508/35508-h/35508-h.htm

What does Benjamin Franklin fear the new taxes will cause?

If the British government had listened to Benjamin Franklin, could war have been avoided? Why or why not?

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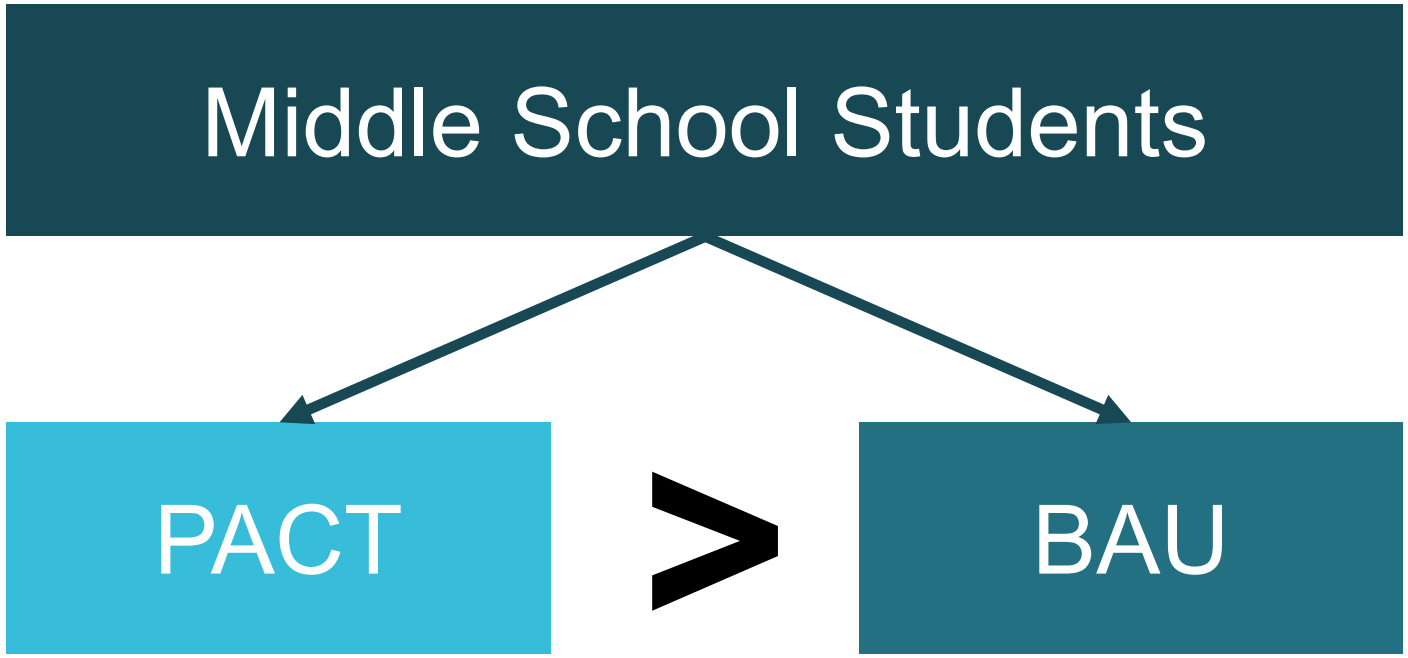
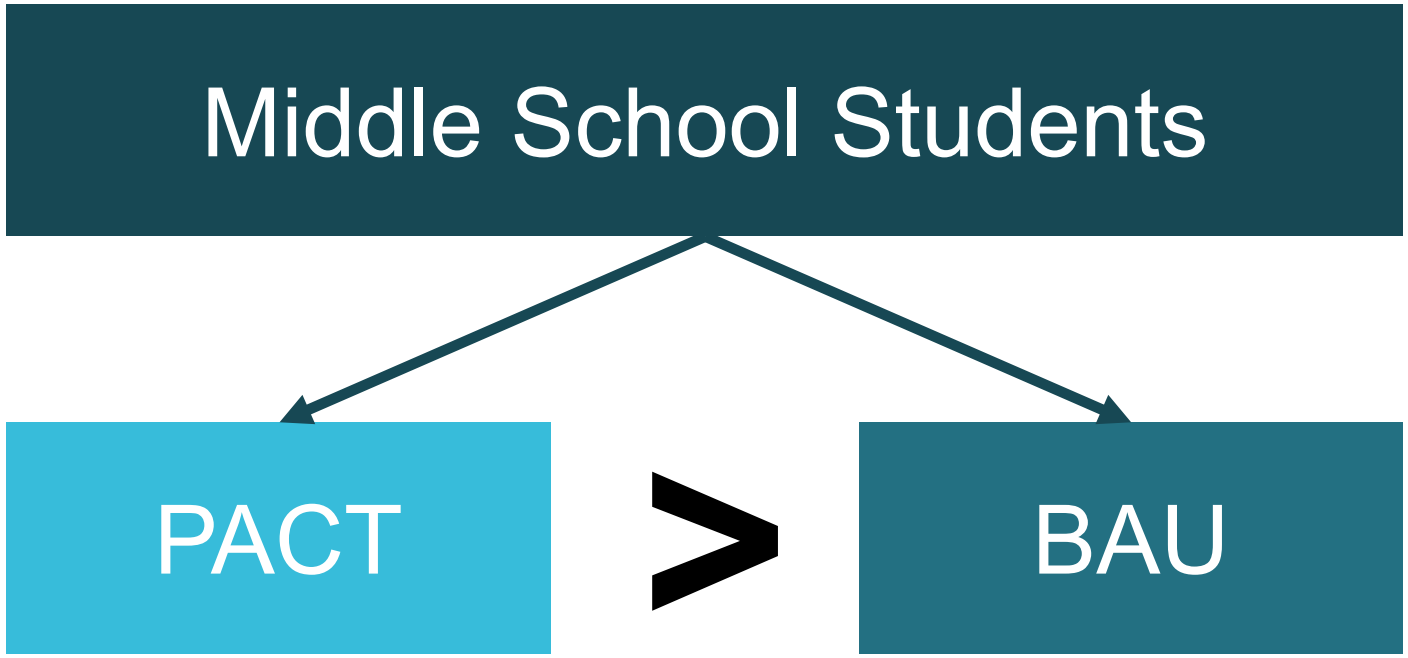
PACT
Efficacy



Content Knowledge
Content Area Reading Comprehension
General Reading Comprehension

Vaughn et al., 2013

PACT
Efficacy



Content Knowledge
Content Area Reading Comprehension

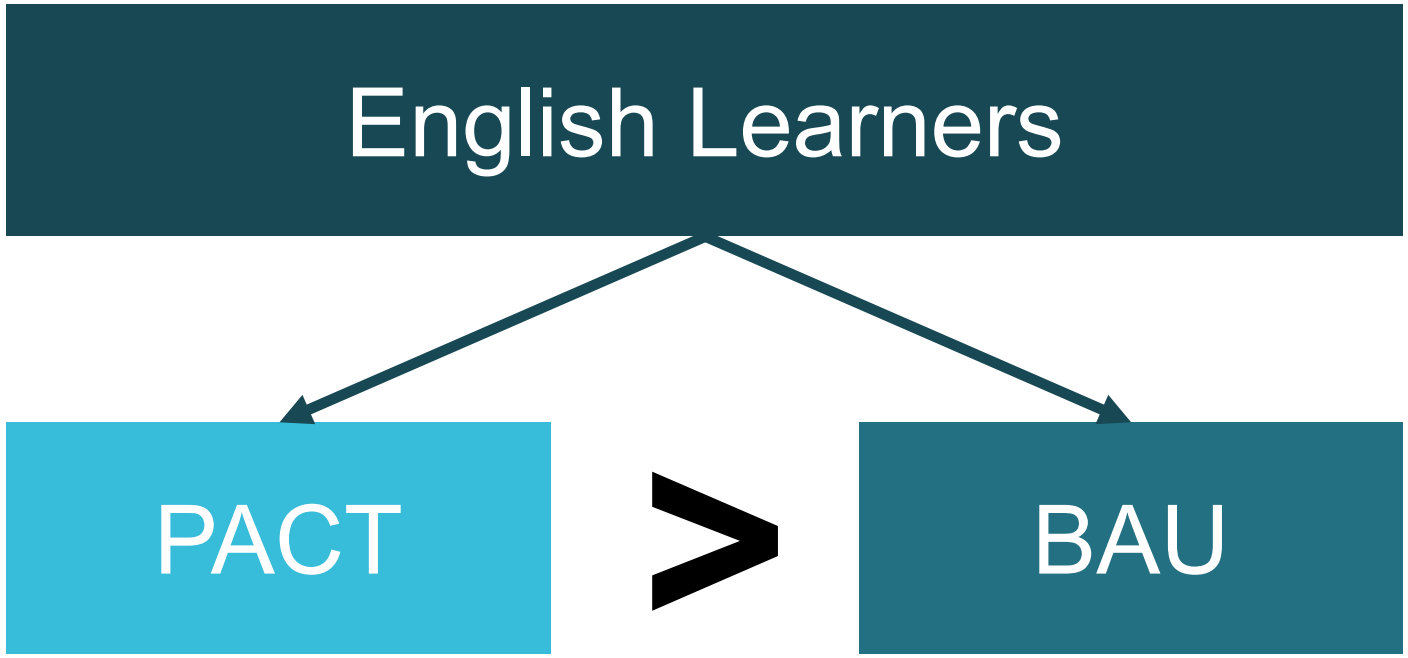
Vaughn et al., 2015

PACT
Efficacy

Content Knowledge
Content Area Reading Comprehension

Swanson et al., 2015

PACT
Efficacy



Content Knowledge
Content Area Reading Comprehension

Vaughn et al., 2017

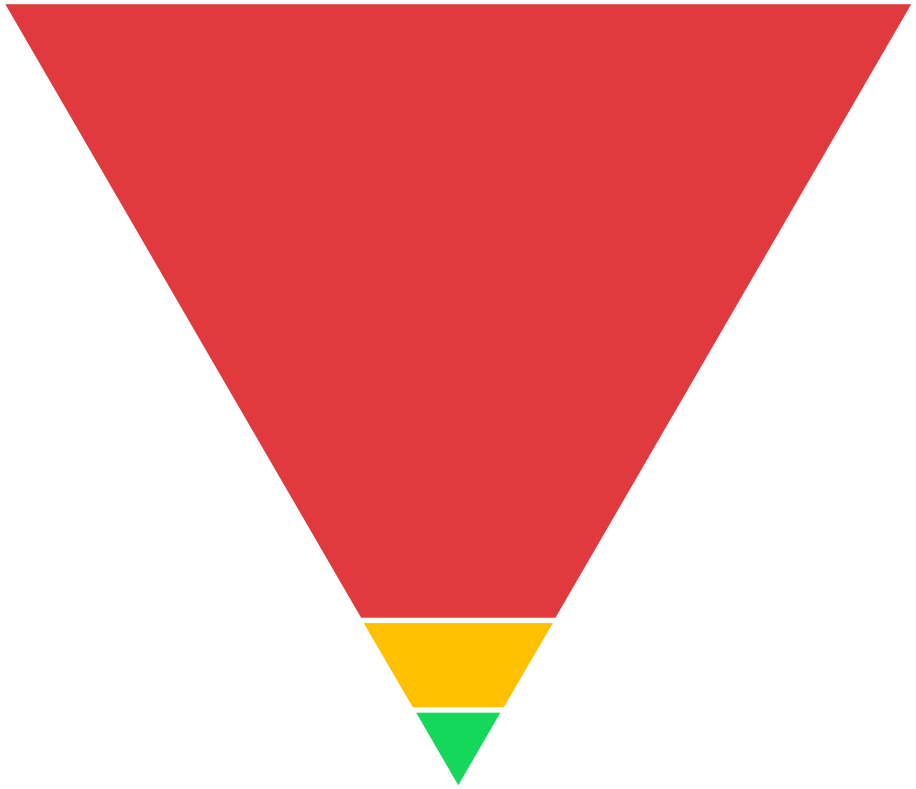
PACT
Efficacy

Content Knowledge
Content Area Reading Comprehension

Wanzek et al., 2016

Phase II: PACT Plus

How can we extend PACT **beyond social studies**?



PACT Plus Practices

Content and curriculum agnostic; text-based

Comprehension Canopy	Essential Words	Critical Reading
Building background knowledge	Building vocabulary knowledge	Facilitating text comprehension through reading and text-based discussion

Implementation Summary

Sustaining Teacher and Administrator Perceptions of…

The Practices

- simple
- routine-like
- allowed for 'customization'

The Students

- the practices are beneficial for many students
- some would have benefitted from some more intensive/explicit instruction

The School Level Supports

- Admin prioritized and ensured effectiveness
- coaching was helpful but not 'enough' to address teachers' varying skill and will needs

Wexler et al. (2022)

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More Intensive Explicit Instruction Options

The Integration of Strategy Instruction:
Get the Gist
with
Gist Pointers

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Content and curriculum agnostic; text-based

Comprehension Canopy	Essential Words	Critical Reading
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PACT Plus Practices in AIM Coaching

Content and curriculum agnostic; text-based

Comprehension Canopy	Essential Words	Critical Reading
Building background knowledge	Building vocabulary knowledge	Facilitating text comprehension through reading and text-based discussion **and get the gist**

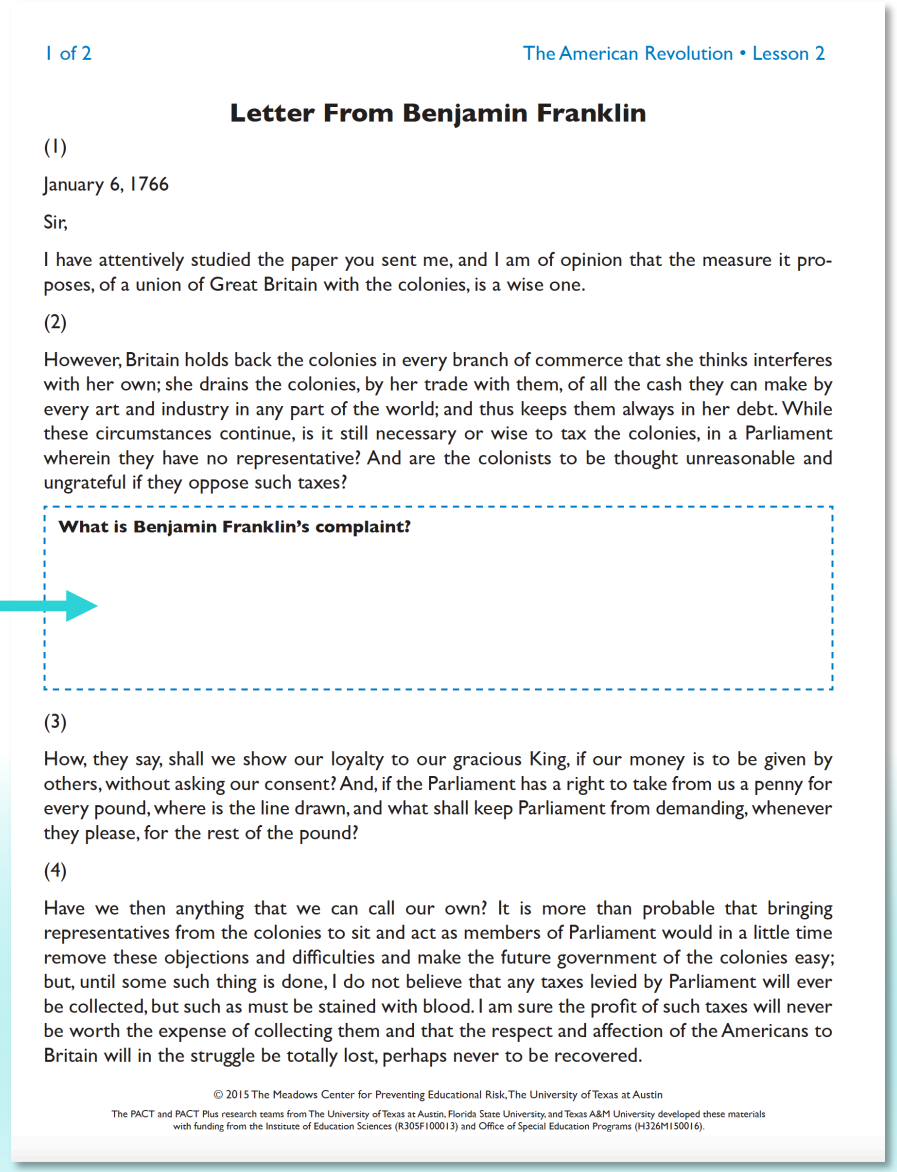
Embedded Explicit Strategy Instruction Option

Get the Gist Cue Card
Step 1 – Answer: Who or what is this section mostly about?
• Is anyone or anything mentioned most frequently? • Be sure to check pronouns, pictures, captions, and headings.
Step 2 – Answer: What is the most important information about the who or what?

• What information relates to the:
  ○ who or what,
  ○ culminating question, and/or
  ○ essential word(s)?
• Be sure to check pictures, captions, and headings.

Step 3 – Write a gist statement.

• Be sure your statement identifies:
  ○ the most important who or what and
  ○ the most important information about the who or what.
• Be sure your statement is short but complete with:
  ○ a capital letter,
  ○ a period, and
  ○ approximately 10 words.



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Model Get the Gist

The Venus flytrap is an insect-eating plant that lives mostly on the East Coast. Found primarily in swampy parts of the United States, like North and South Carolina, the Venus flytrap has colorful pink and green hues. Like most other plants, Venus flytraps get some nutrients from the soil, but since swampy areas tend to have soil that is nutrient-poor, it is hard for the plant to get nutrients from there. As a result, the flytrap has evolved to not only rely on the soil to survive. The Venus flytrap is a carnivorous plant because it catches insects and eats them to get the nutrients that it can't get from the soil.

Section 1	
Who/What?	**Most Important Information**
Venus flytrap	
Gist Statement	

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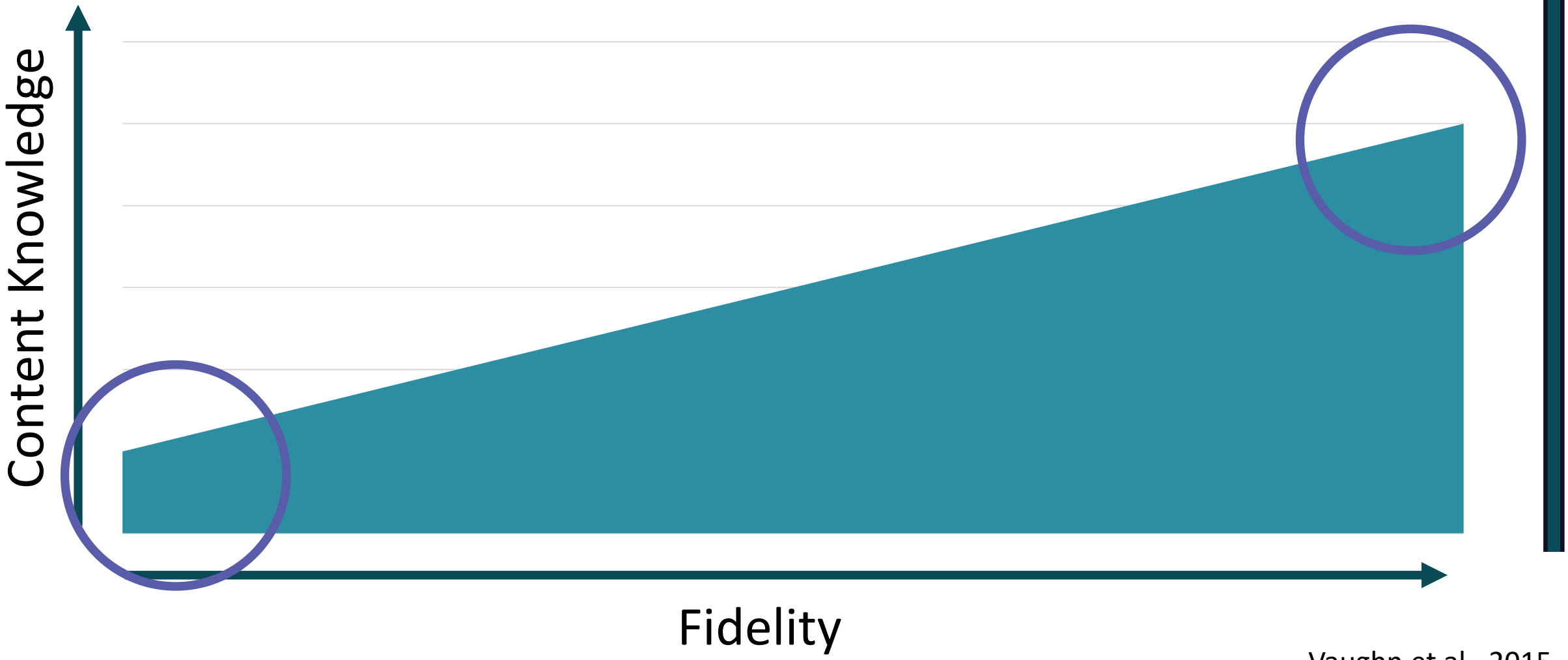
Wexler et al. (2022)

Fidelity with Allowable Customization

Active Ingredients
Negotiables
and
Non-Negotiables

Fidelity Matters: PACT Study



Vaughn et al., 2015

Tension Between Fidelity and Students' Needs

EDUCATION OPINION

Why Is Fidelity Always Seen as the New Four-Letter Word?

By George Toman — January 05, 2020 6 min read

Fidelity in Teaching Young Children: Two Stories of Professional Integrity

Daniel J. Castner 2021

Fidelity Accounting for Students' Needs

Let’s Consider This….

- Fidelity ensures the effectiveness of interventions (Fixen et al., 2005).
- However, interventions are often implemented in a limited or modified way (Boardman et al., 2005; Moir, 2018).
- How practitioners perceive and implement an intervention provides valuable insight into its potential acceptability, feasibility, usability, and sustainability (Harn, et al., 2013; Rademaker, et al., 2021).
- Some adaptations may even increase the efficacy of the intervention (Castro, Barrera, & Martinez, 2004; Webster-Stratton et al., 2011).

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Active Ingredients

Practice	Non-Negotiables	Negotiables – when appropriate
Comprehension Canopy	Provides background information necessary to comprehend the text	Uses springboard format other than visual; Facilitates turn and talk with small groups vs pairs
Essential Words	Teaches 1-2 words	Does not use EW organizer; Does not include non-example (if appropriate)
Critical Reading	Facilitates Get the Gist for each section of text	Does not use graphic organizer and/or gist pointers

Pacing

Minute	Monday	Tuesday	Wednesday	Thursday	Friday
5		Comprehension Canopy	Essential Words		
10		Essential Words			
15		CR Sections 1-4 + Culminating Question			
20					
25					
30					
35					
40					
45					

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Minute	Monday	Tuesday	Wednesday	Thursday	Friday
5	Comprehension Canopy	CR Section 2	CR Section 3	CR Section 4 + Culminating Question	
10	Essential Words				
15	CR Section 1				
20					
25					
30					
35					
40					
45					

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Wexler et al. (2022)

Provide School Level Supports

Systematic Coaching Model

Phase III: AIM Coaching

IES:

To evaluate AIM Coaching under *rigorous research conditions*—with a focus on promise of effectiveness

(Wexler, Swanson, & Roberts)

www.aimcoaching.org

2020

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Ph.D., PI

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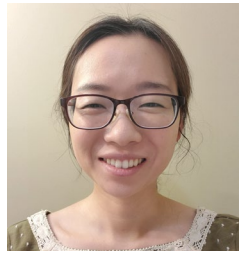
Doctoral Candidate, Project Director



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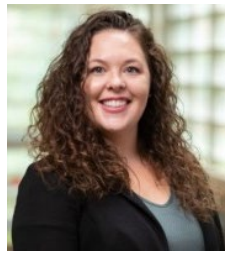

Robin Sayers, Ph.D.

Erin Hogan, Ph.D.

Acknowledgements:
AIM Coaching Team

Advisory Board & Methodologists

Advisory Board

Sharon Vaughn, Ph.D.
University of Texas

Mary Brownell, Ph.D.
University of Florida

Methodologists

Greg Roberts, Ph.D.
University of Texas

Nancy Scammacca Lewis, Ph.D.
University of Texas

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UNIVERSITY OF MARYLAND

The Meadows Center
FOR PREVENTING EDUCATIONAL RISK

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School-Wide Implementation of PACT

Teachers need ongoing PD to implement PACT.

What type of coaching support is available to teachers in middle schools?

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Survey of Middle School Teachers

Swanson et al., 2021

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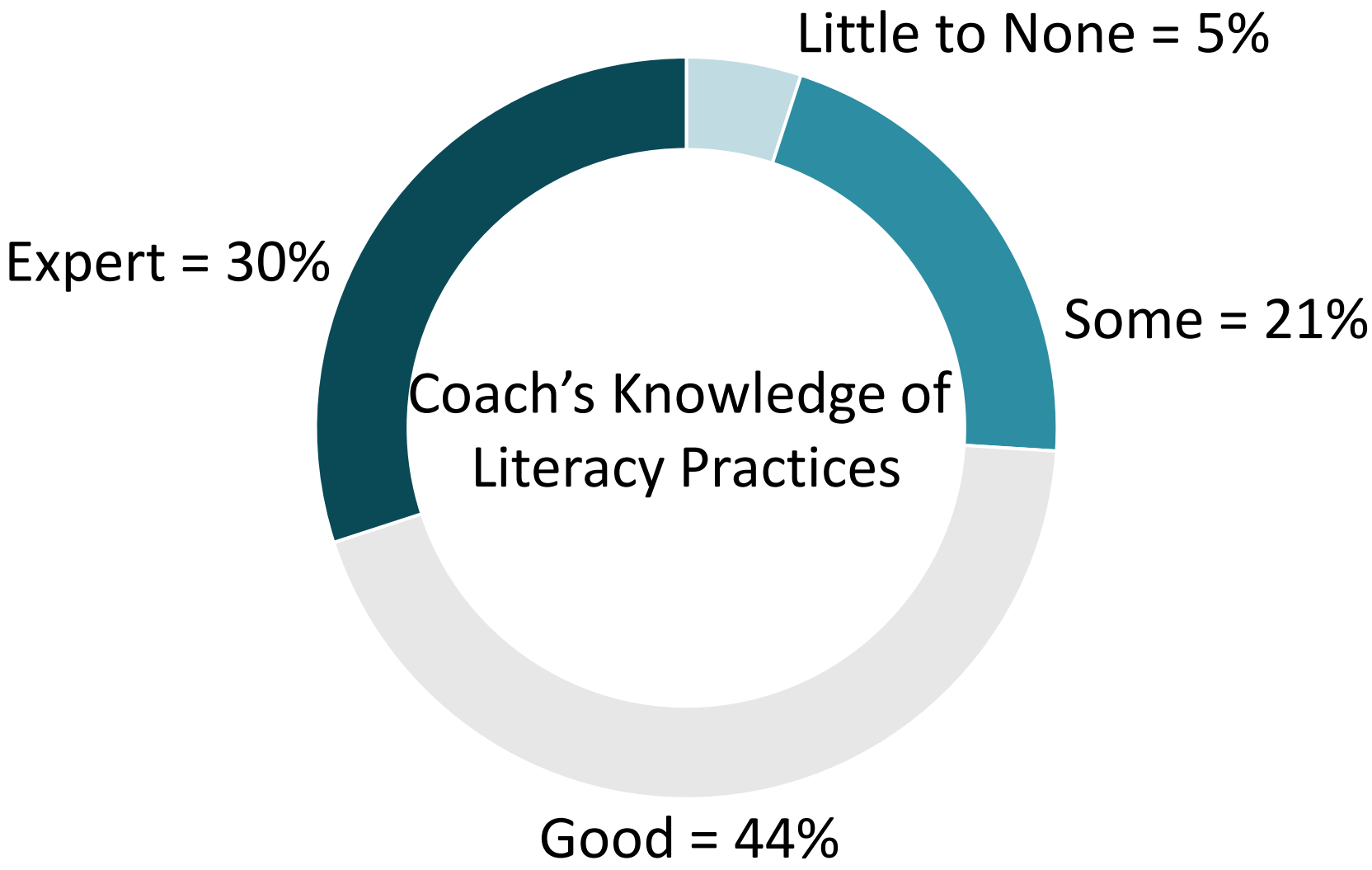
Survey of Middle School Teachers



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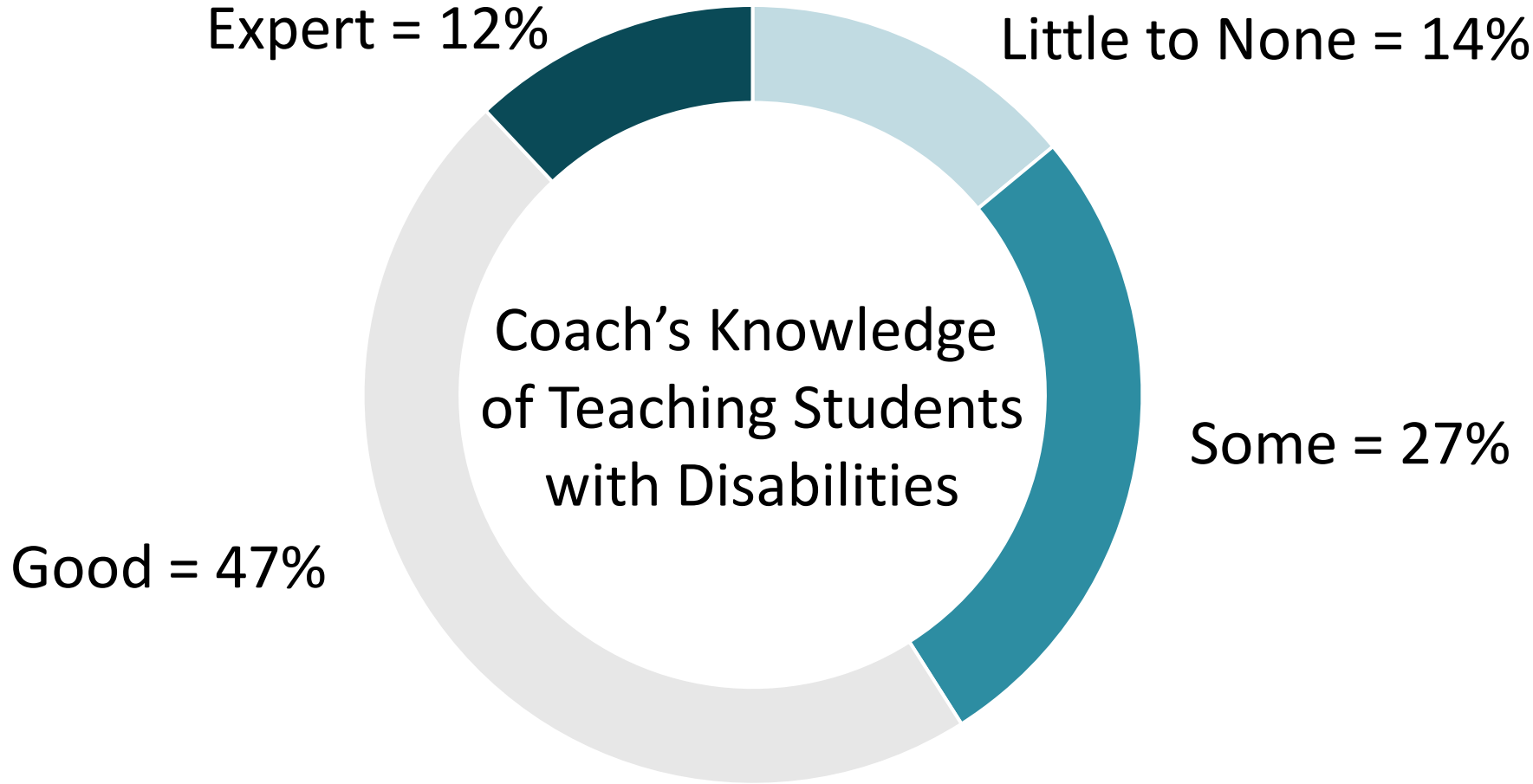

Swanson et al., 2021

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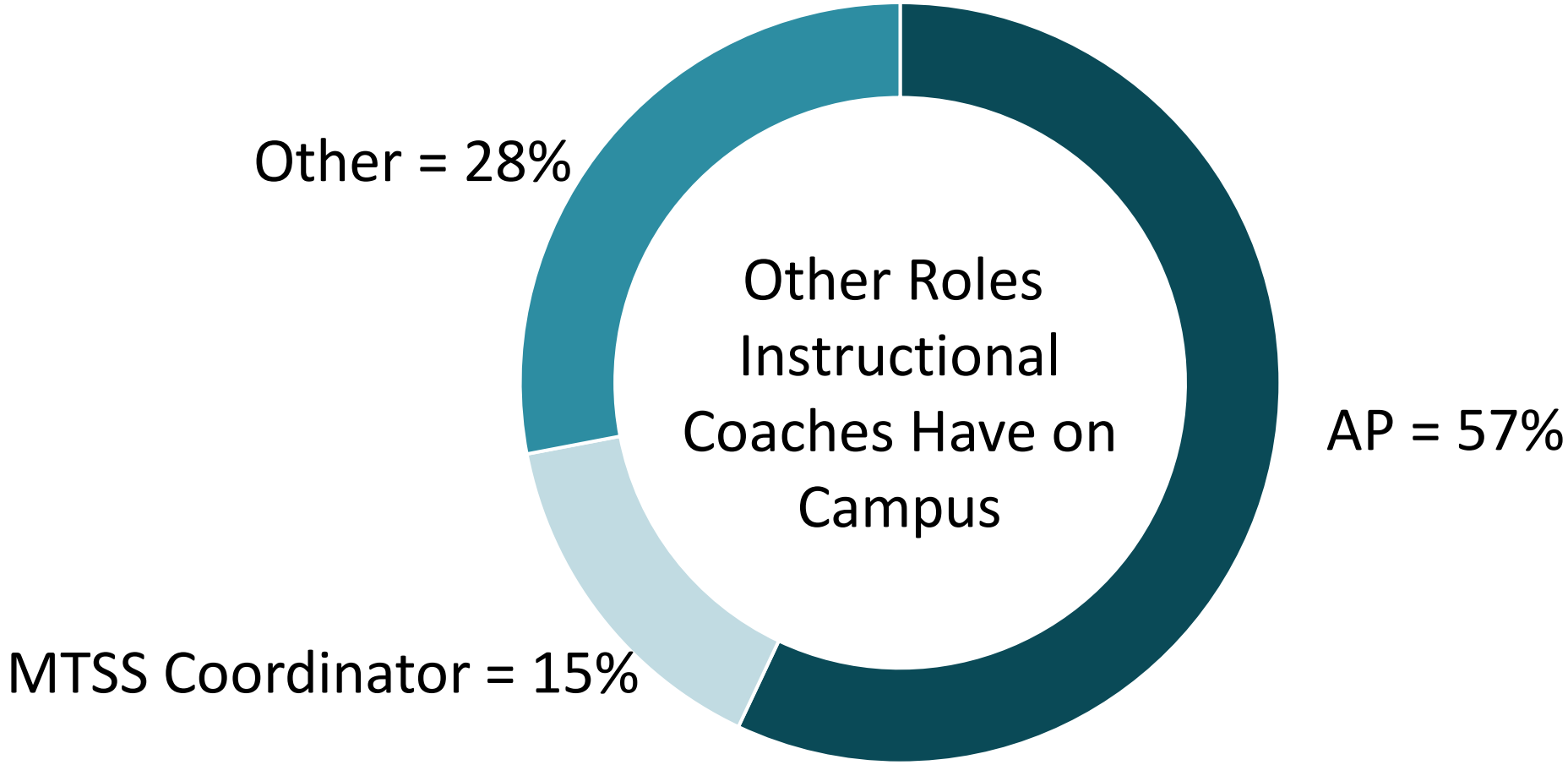
Survey of Middle School Instructional Coaches



Swanson et al., 2021

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Survey of Middle School Instructional Coaches

	Range	Average
Number of students in the school	24-2,100	790

What inhibits your ability to coach?
1. Time constraints
2. Too many teachers to coach
3. Need additional PD on coaching methods

Swanson et al., 2021

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Identifying a Need

Teachers Need Ongoing PD

+

Lack of Coaches

Stretched Thin

Lack of Guidance

→

Coaching model that tailors activities to teachers' needs in a way that maximizes coaching time and allows for customization of the coaching model

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How is AIM Coaching different?

Data-Based	Systematic	Efficient
Coaches use teachers' skill and will data to make differentiated coaching decisions	Coaches follow specific guidelines to determine how to differentiate coaching support	As coaches provide less support or peer-based support to some teachers, they have more time to provide support to other teachers

What is an adaptive intervention?

Type or amount of support participants receive is differentiated based on participant characteristics

In AIM Coaching, the type and amount of ***coaching teachers*** receive is differentiated based on ***teacher*** characteristics

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What is an adaptive intervention?

Adaptive interventions promote positive academic and behavioral outcomes

Differentiated support is repeatedly adjusted over time in response to participants' *ongoing performance*

In AIM Coaching, differentiated ***coaching*** is repeatedly adjusted over time in response to ***teachers'*** *ongoing needs*

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Premise Supporting AIM Coaching

- Teachers have differing:
  - pre-service experiences
  - in-service experiences
  - instructional strengths
  - instructional needs
- We use Multi-Tiered Systems of Supports to address student needs.
  - individualized
  - time efficient
- Can we apply this idea to literacy coaching?

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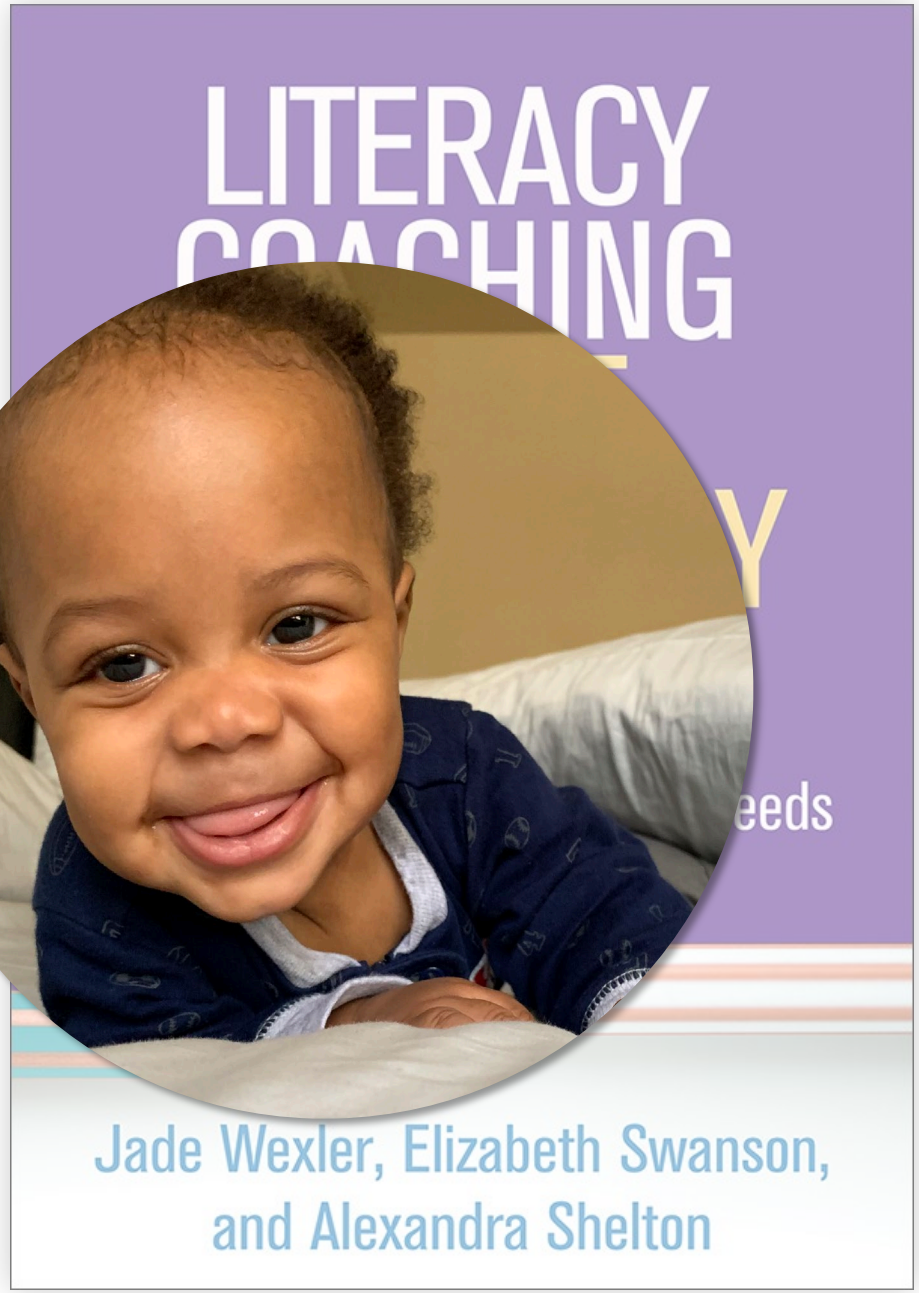
AIM C



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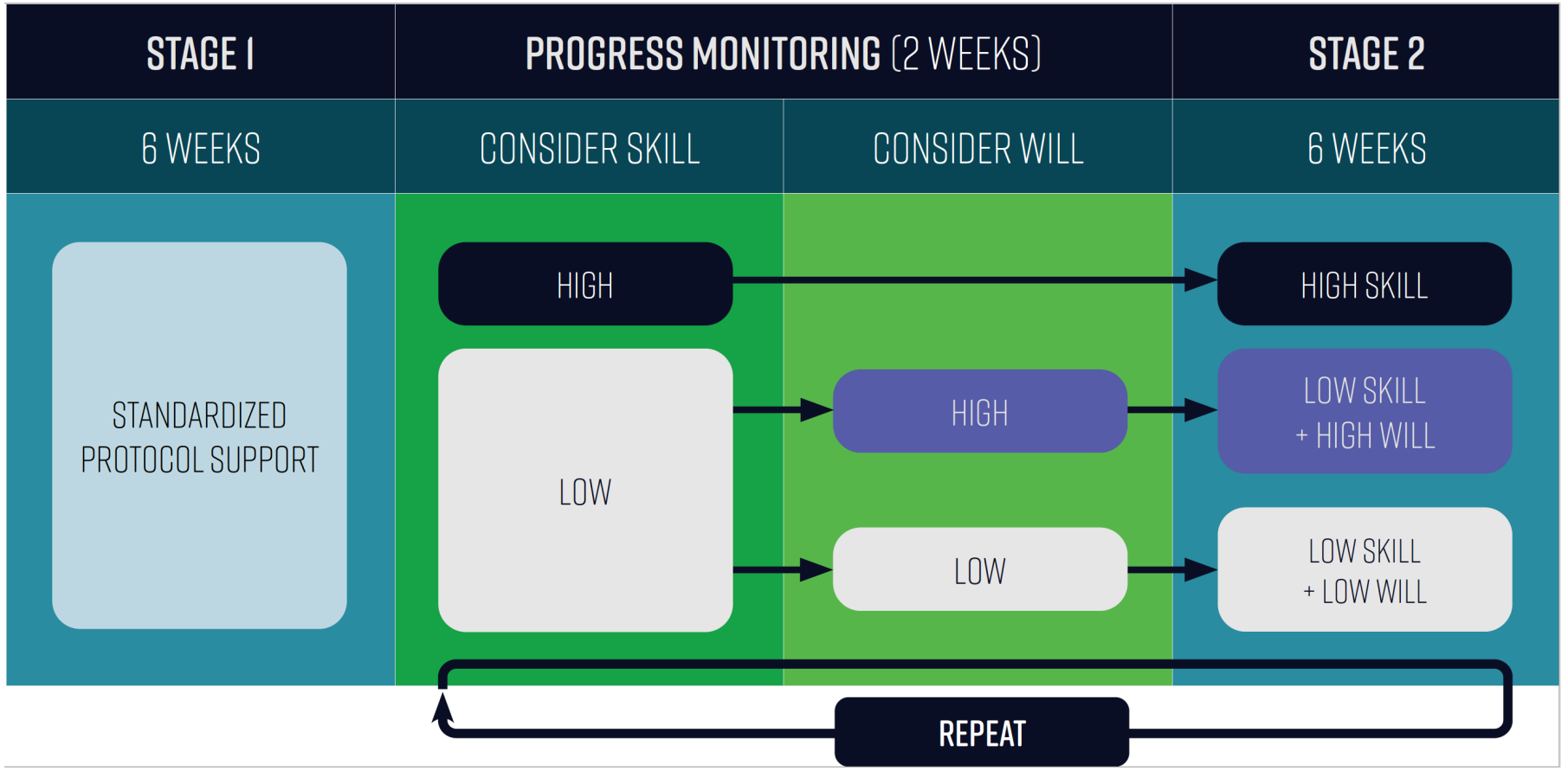
AIM Coaching Model



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Stage 1

Plan

Support

Reflect

Check In

Collaborative Effort

Fidelity

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Stage 1 Log

Teacher Name: _____

Stage 1 Log

COACHING ACTIVITIES	NOTES
☐ Plan – Date: _____ ☐ Review goals ☐ Review student data ☐ Choose materials ☐ Plan lessons ☐ Practice ☐ Review criteria for success ☐ Determine coach role ☐ Support – Date: _____ ☐ Model ☐ Co-teach ☐ Assist ☐ Reflect – Date: _____ ☐ Discuss feedback ☐ Review student data ☐ Problem solve ☐ Set goals ☐ Check-In #1 – Date: _____ ☐ Praise ☐ Follow-up feedback ☐ Help or support (e.g., resource) ☐ Check-In #2 – Date: _____ ☐ Praise ☐ Follow-up feedback ☐ Help or support (e.g., resource)	

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Stage 1 Log

WEEKLY COLLABORATIVE EFFORT RATINGS		
STAGE I WEEKS	**RATING**	**NOTES**
Week 1	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A (explain)	
Week 2	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A (explain)	
Week 3	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A (explain)	
Week 4	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A (explain)	
Week 5	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A (explain)	
Week 6	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A (explain)	

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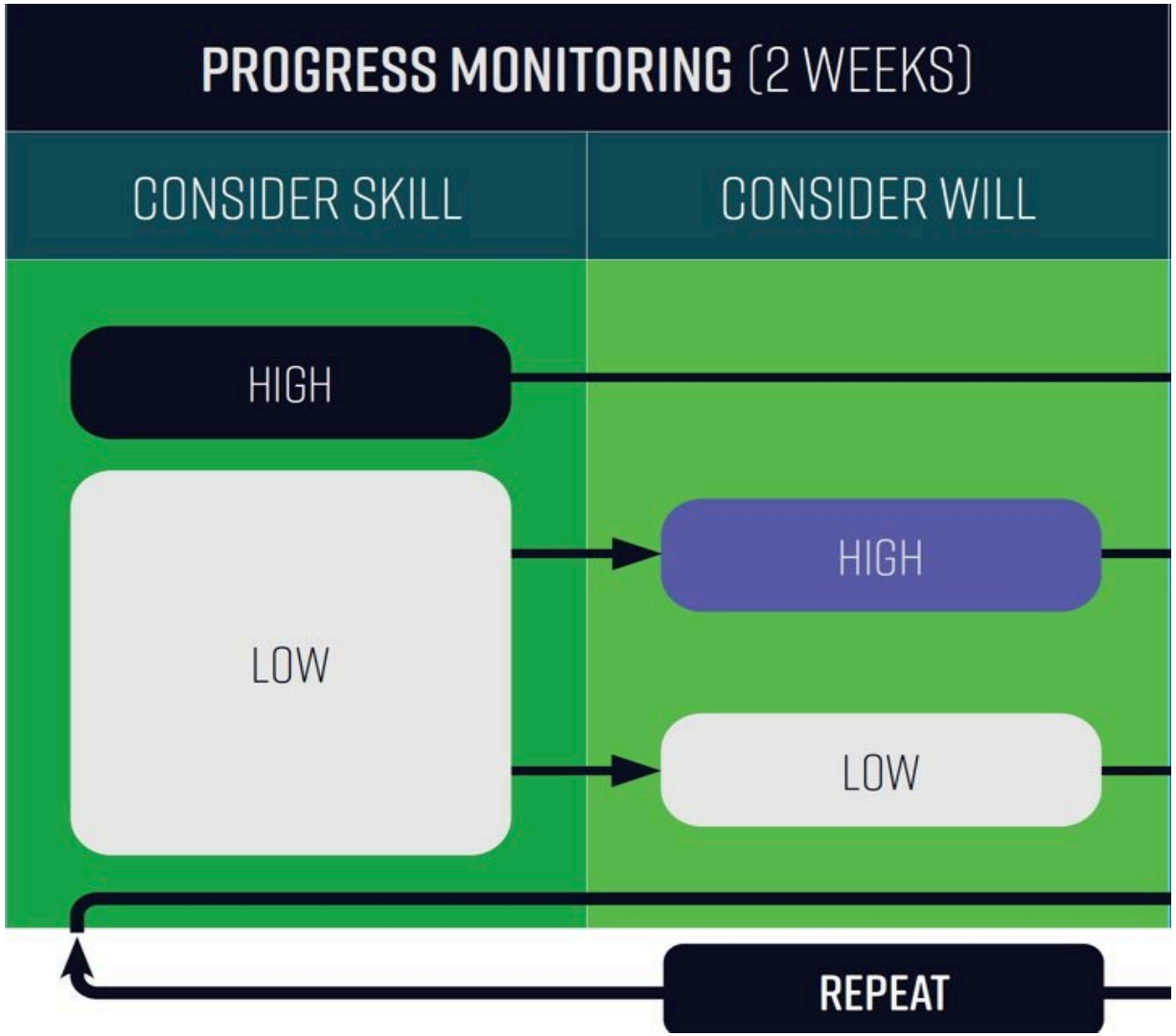
Progress Monitoring



Progress Monitoring Stage Details

Week 1: Synthesizing Data

- Step 1: Consider skill
- Step 2: Consider will
- Step 3: Determine teachers' support levels

Week 2: Organizing Activities

- Step 1: Select Stage 2 activities
- Optional: Administer DCT
- Optional: Hold Stage 2 meetings
- Step 2: Recommend + coordinate Stage 2 activities

Step 1: Consider Skill

HO2

Coach Name: _____

Progress Monitoring Stage Planning Sheet

NAME	AVERAGE FIDELITY SCORE	ANECDOTAL INFORMATION (ONLY IF OVERRIDING SCORE)	SKILL LEVEL	AVERAGE COLLABORATIVE EFFORT SCORE (ONLY IF LOW SKILL)	ANECDOTAL INFORMATION (ONLY IF OVERRIDING SCORE)	WILL LEVEL	STAGE 2 SUPPORT
			☐ 3.5–4.0 (high) ☐ ≤ 3.4 (low)			☐ 2.5–4.0 (high) ☐ ≤ 2.4 (low)	☐ HS ☐ LS + HW ☐ LS + LW
			☐ 3.5–4.0 (high) ☐ ≤ 3.4 (low)			☐ 2.5–4.0 (high) ☐ ≤ 2.4 (low)	☐ HS ☐ LS + HW ☐ LS + LW
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Step 2: Consider Will

Consider will using collaborative effort scores

- Calculate average collaborative effort scores across each week

WEEKLY COLLABORATIVE EFFORT RATINGS		
STAGE I WEEKS	**RATING**	**NOTES**
Week 1	☐1 ☐2 ☐3 ☐4 ☐N/A (explain)	
Week 2	☐1 ☐2 ☐3 ☐4 ☐N/A (explain)	
Week 3	☐1 ☐2 ☐3 ☐4 ☐N/A (explain)	
Week 4	☐1 ☐2 ☐3 ☐4 ☐N/A (explain)	
Week 5	☐1 ☐2 ☐3 ☐4 ☐N/A (explain)	
Week 6	☐1 ☐2 ☐3 ☐4 ☐N/A (explain)	

AVERAGE COLLABORATIVE EFFORT SCORE:	AVERAGE FIDELITY SCORE: DATE:
Notes:	

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Step 2: Consider Will (cont'd)

Coach Name: _____

Progress Monitoring Stage Planning Sheet

NAME	AVERAGE FIDELITY SCORE	ANECDOTAL INFORMATION (ONLY IF OVERRIDING SCORE)	SKILL LEVEL	AVERAGE COLLABORATIVE EFFORT SCORE (ONLY IF LOW SKILL)	ANECDOTAL INFORMATION (ONLY IF OVERRIDING SCORE)	WILL LEVEL	STAGE 2 SUPPORT
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Step 3: Determine Teachers' Support Levels

Coach Name: _____

Progress Monitoring Stage Planning Sheet

NAME	AVERAGE FIDELITY SCORE	ANECDOTAL INFORMATION (ONLY IF OVERRIDING SCORE)	SKILL LEVEL	AVERAGE COLLABORATIVE EFFORT SCORE (ONLY IF LOW SKILL)	ANECDOTAL INFORMATION (ONLY IF OVERRIDING SCORE)	WILL LEVEL	STAGE 2 SUPPORT
			☐ 3.5–4.0 (high) ☐ ≤ 3.4 (low)			☐ 2.5–4.0 (high) ☐ ≤ 2.4 (low)	☐ HS ☐ LS + HW ☐ LS + LW
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Optional: Diagnostic Coaching Tool

Gathers information that will help the coach:

- Identify reasons for teachers' low skill and/or low will
- Target these reasons during Stage 2

Measures teachers' perceptions regarding:

- PACT
- AIM Coaching
- School support

Teacher Name: _____

Date: _____

Diagnostic Coaching Tool

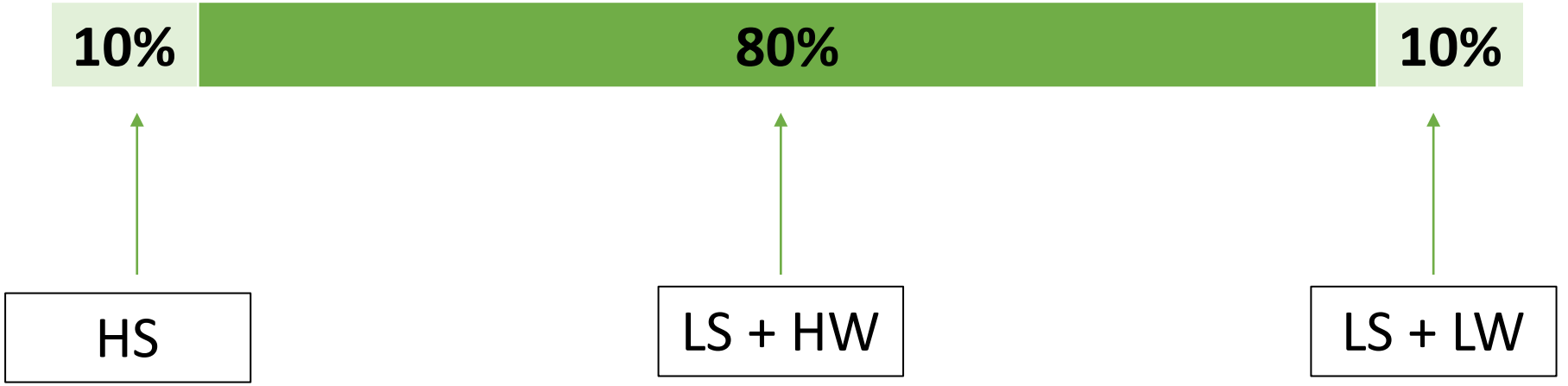
ITEMS ABOUT PACT	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I have the knowledge and skills I need to implement PACT as designed.	1	2	3	4	5
It is easy for me to implement PACT as designed.	1	2	3	4	5
My students' behavior enables me to implement PACT as designed.	1	2	3	4	5
The time preparing to implement PACT is manageable.	1	2	3	4	5
I think that PACT will help my students become more proficient in reading.	1	2	3	4	5
I think that PACT will help my students become more proficient in my subject area.	1	2	3	4	5
I am motivated to implement PACT in my classes.	1	2	3	4	5
Please use the space below to elaborate on any of your ratings related to PACT.					

Step 1: Select Stage 2 Activities

Select 1-2 activities per teacher

Prioritize activities for teachers with Low Skill + High Will

Facilitate activities for teachers with High Skill or Low Skill + Low Will



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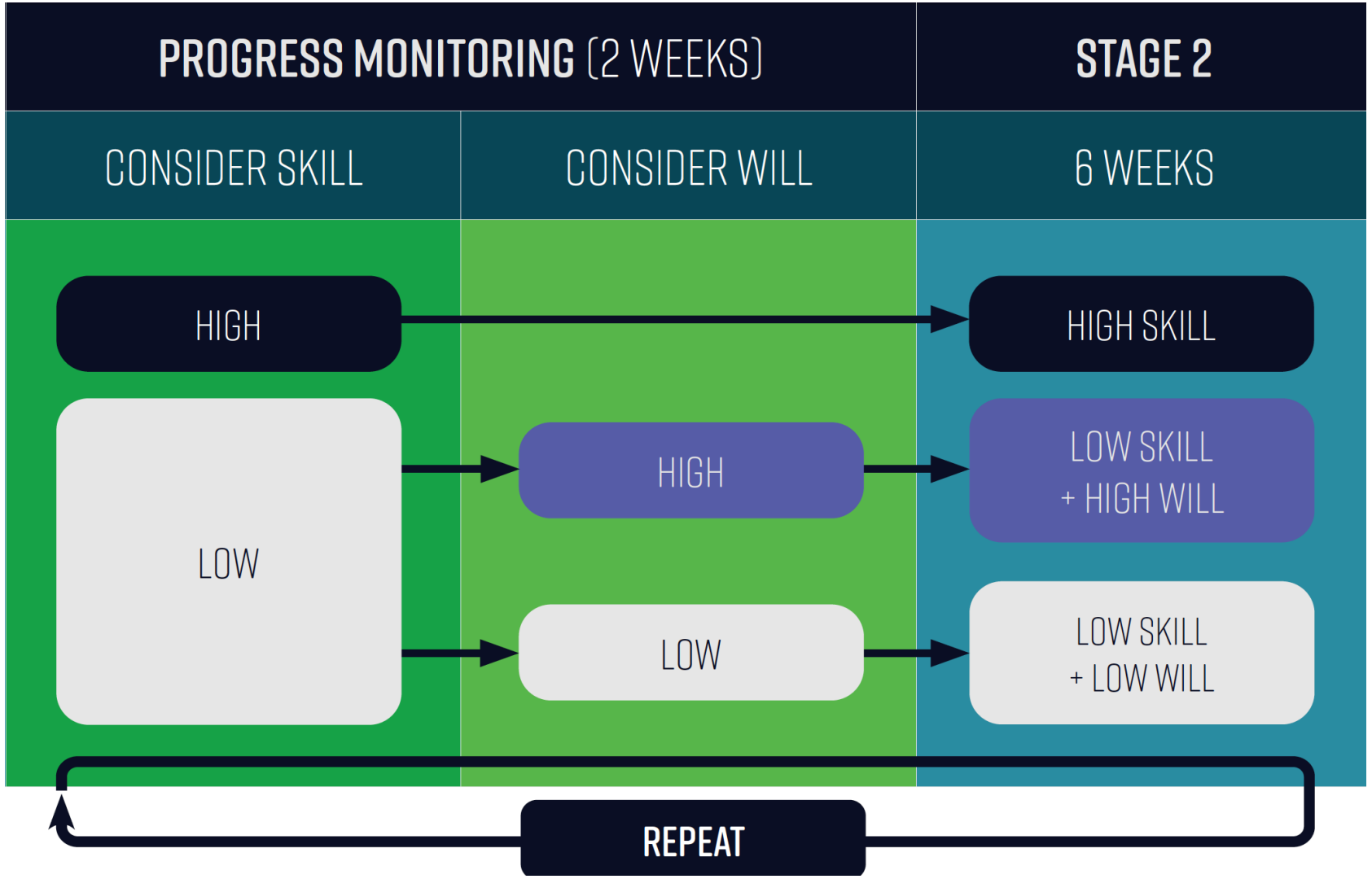
Select Stage 2 Activities

High Skill	Low Skill + High Will	Low Skill + Low Will
Leading Professional Learning Communities Video Self-Reflection	Increased Dosage OR Stage 1 Plus 1, including: • Peer Observations • Professional Learning Communities • Video Reflection	Peer-Based Interventions • Peer Observations • Professional Learning Communities BONUS: Professional Spotlighting • Public Praise • Mini-Leadership Opportunities

Stage 2



- Video Self-Reflection
- Increased Dosage
- Peer Observations

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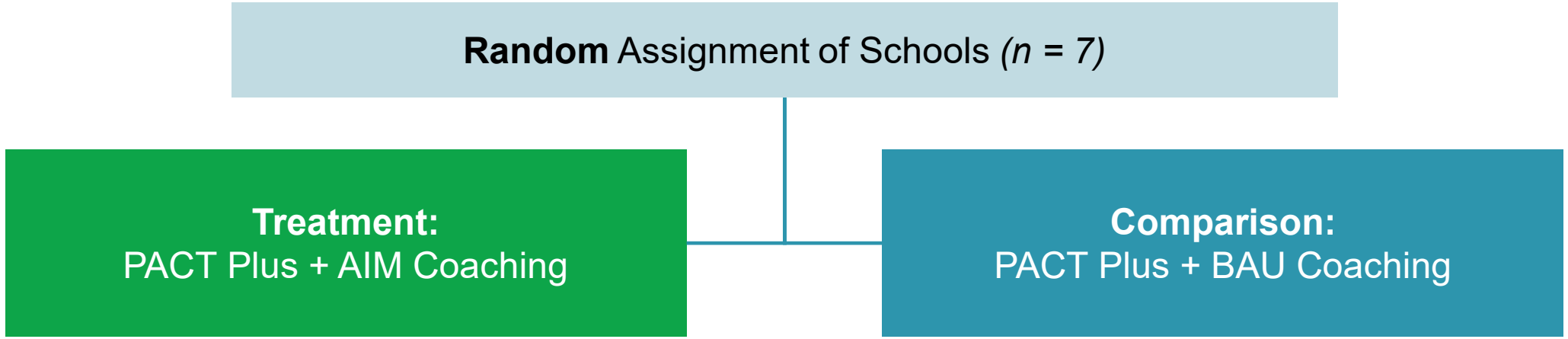
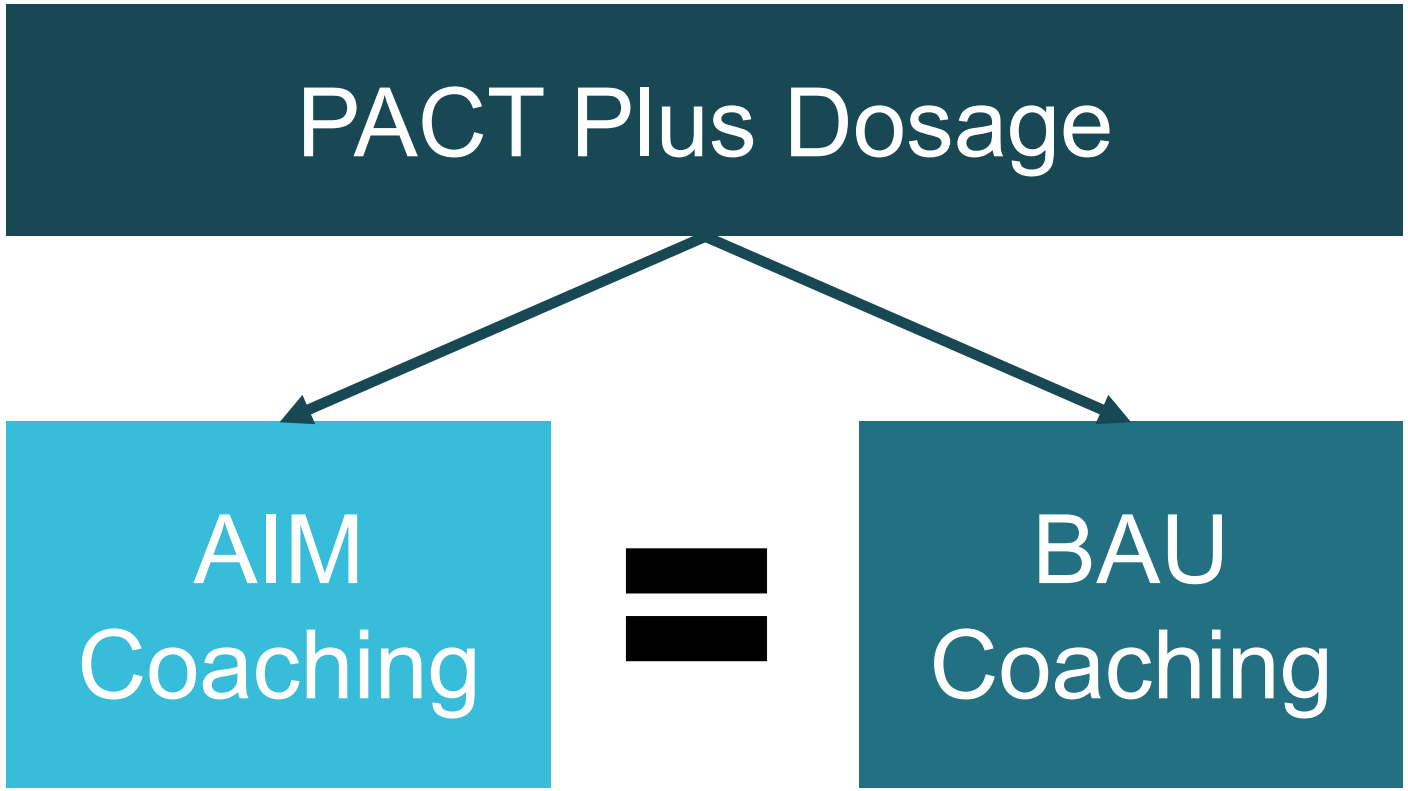
Allowable Customization

- Team of coaches vs one coach
- Fidelity
  - Overriding skill/will levels
- Stage 2
  - Menu of activities
  - Group vs individual sessions
  - Virtual options
  - Allow for variation in SW-PACT implementation to avoid saturation

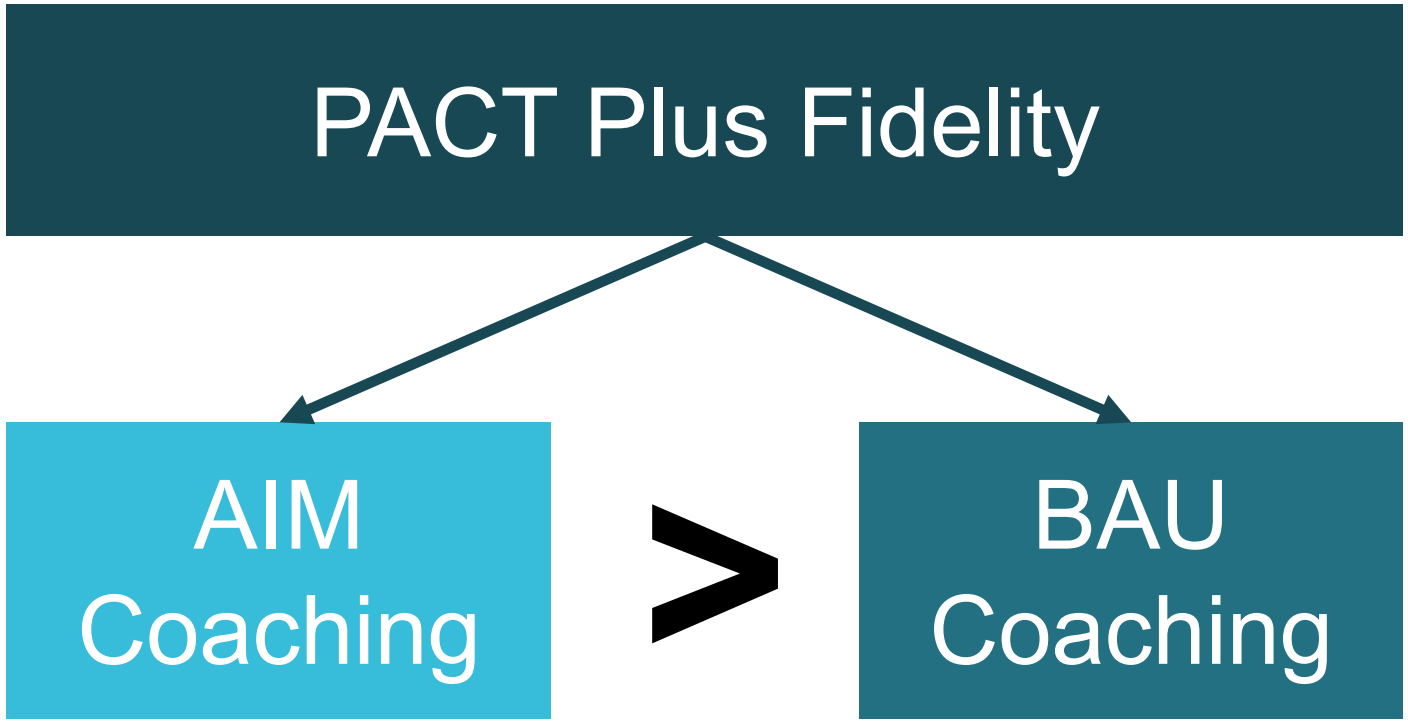
AIM Coaching IES Pilot Study Design *(2022-2023)*



PACT Plus Dosage



PACT Plus
Fidelity



Student Outcomes?
Cautiously Optimistic Considering…

- The challenge of finding positive effects for experimental studies of instruction
  - for middle school students, particularly in content-area settings (Swanson et al., 2017)
  - where PD is the IV (Garet et al., 2016; Wexler et al., 2022)
  - considering our available measures

Student Measures

- Test of Sentence Reading Efficiency and Comprehension (TOSREC; Wagner et al., 2010)
- Main Idea Measure (MIM; Wexler et al., 2022)

Challenges and Solutions

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Challenge and Solution

Distributed vs non-distributed PD

- Want as soon as possible so the learning trickles down; if you scaffold teacher learning students don't get the benefits fast enough
- Need to manage teacher cognitive load

- Solution: Non-distributed PD and extended Stage 1
- Why? Practices were theoretically linked and 'simple enough'; we wanted students to benefit from them all

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Challenge and Solution

Lack of Coaches

- Not enough coaches

- Solution: Allowed one coach or a team of coaches to implement AIM Coaching
- We determined that a single coach needs about 1.5 hours per week per teacher. Therefore, in a school with 20 teachers, AIM Coaching would require the coach to have a total of 30 hours per week.
- Often one lead coach and then content-area lead teachers
- With a team approach: need to clarify roles and coordinate activities

Challenge and Solution

Fidelity of the coaching intervention

- How do we capture it in a customizable model?

- Solution:
- Coaching log = adherence data
- Quality data-? Observations?

**We need more empirical information about the extent to which coaches' adherence and quality to a coaching model influence teacher outcomes.

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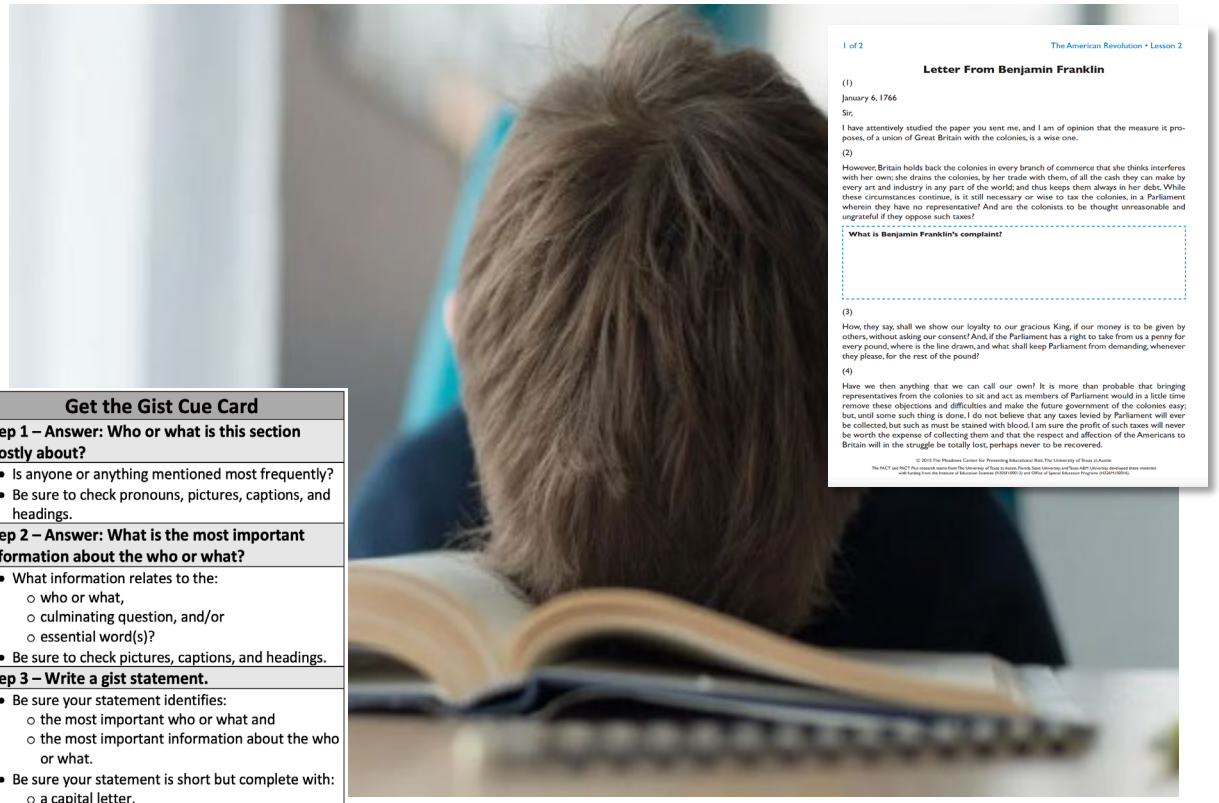
Discussion: How This Work is Informing Our Understanding of *Reading Comprehension*

Gain knowledge from reading

Provide background knowledge



1 of 2 — The American Revolution • Lesson 2

Letter From Benjamin Franklin

(1)

January 6, 1766

Sir,

I have attentively studied the paper you sent me, and I am of opinion that the measure it proposes, of a union of Great Britain with the colonies, is a wise one.

(2)

However, Britain holds back the colonies in every branch of commerce that she thinks interferes with her own; she drains the colonies, by her trade with them, of all the cash they can make by every art and industry in any part of the world; and thus keeps them always in her debt. While these circumstances continue, is it still necessary or wise to tax the colonies, in a Parliament wherein they have no representative? And are the colonists to be thought unreasonable and ungrateful if they oppose such taxes?

What is Benjamin Franklin's complaint?

(3)

How, they say, shall we show our loyalty to our gracious King, if our money is to be given by others, without asking our consent? And, if the Parliament has a right to take from us a penny for every pound, where is the line drawn, and what shall keep Parliament from demanding, whenever they please, for the rest of the pound?

(4)

Have we then anything that we can call our own? It is more than probable that bringing representatives from the colonies to sit and act as members of Parliament would in a little time remove these objections and difficulties and make the future government of the colonies easy; but, until some such thing is done, I do not believe that any taxes levied by Parliament will ever be collected, but such as must be stained with blood. I am sure the profit of such taxes will never be worth the expense of collecting them and that the respect and affection of the Americans to Britain will in the struggle be totally lost; perhaps never to be recovered.

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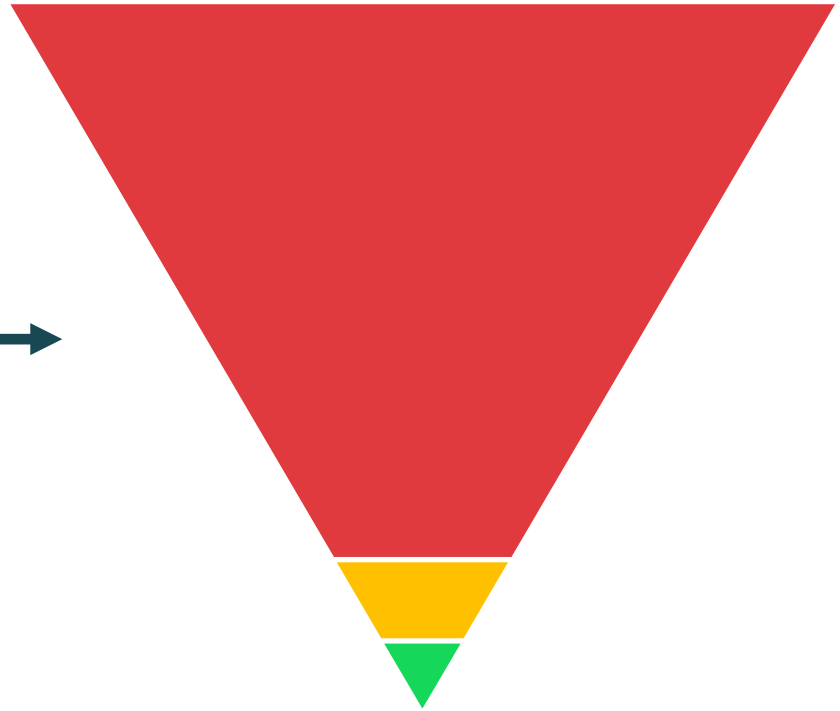
Get the Gist Cue Card
Step 1 – Answer: Who or what is this section mostly about?
• Is anyone or anything mentioned most frequently? • Be sure to check pronouns, pictures, captions, and headings.
Step 2 – Answer: What is the most important information about the who or what?
• What information relates to the: o who or what, o culminating question, and/or o essential word(s)? • Be sure to check pictures, captions, and headings.
Step 3 – Write a gist statement.
• Be sure your statement identifies: o the most important who or what and o the most important information about the who or what. • Be sure your statement is short but complete with: o a capital letter, o a period, and o approximately 10 words.

Discussion: How This Work is Informing Our Understanding of
How to Prepare Teachers to Improve Students' Reading Comprehension

- Improving reading comprehension using these approaches requires very skilled teachers
- Remember:
- We need to support teachers' varying skill and will needs with data-based differentiated coaching



Final Reflection/Review

1. How will you use fidelity checks to support implementation of adopted school-wide literacy practices?
   - Have you thought about the active ingredients of the practices?
   - How will you communicate this to your teachers?
   - Will you use fidelity as an appraisal process or a way to empower teachers?
2. What school-level supports will be in place to support implementation of school-wide literacy models?
   - Do you have a coach or team of coaches?
   - Do you have a systematic coaching model for them to use?

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Thank you!

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www.aimcoaching.org