The Illinois COI Coaching Fidelity Instrument November 2023 – Feb 2024 Pilot

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ILLINOIS ELEVATING SPECIAL EDUCATORS NETWORK

IDEAs that Work
Office of Special Education Programs
U.S. Department of Education

IESE Objectives

Recruiting and Retaining Special Educators

Recruiting and retaining high quality special education teachers

Sustainable Professional Development

Building sustainable professional learning opportunities for educators

Student Success

Improving outcomes for students with disabilities

Parent Engagement

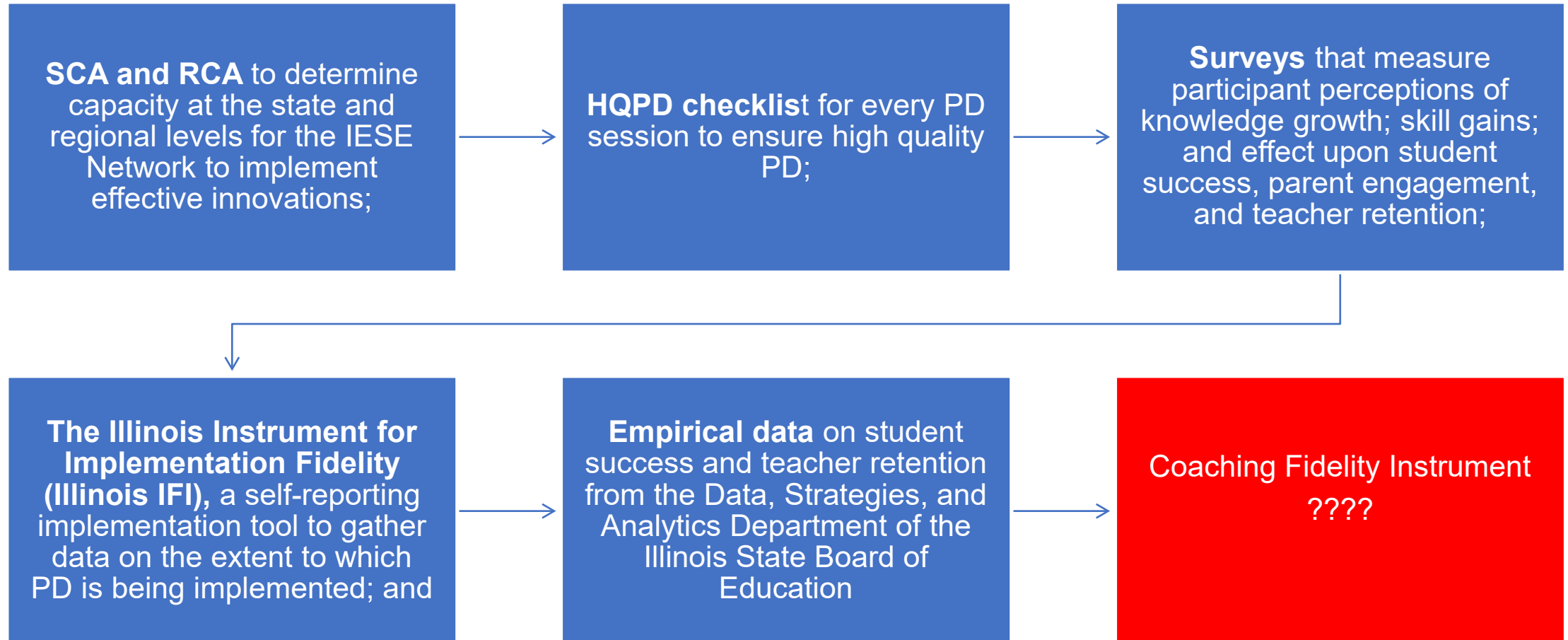Connecting families and educators to make powerful relationships

Two Key Issues

Breadth of IESE Network across the State

No single EBP but individualized by district need

IESE Network Assessment Tools: Summer 2023

SCA and RCA to determine capacity at the state and regional levels for the IESE Network to implement effective innovations;

HQPD checklist for every PD session to ensure high quality PD;

Surveys that measure participant perceptions of knowledge growth; skill gains; and effect upon student success, parent engagement, and teacher retention;

The Illinois Instrument for Implementation Fidelity (Illinois IFI), a self-reporting implementation tool to gather data on the extent to which PD is being implemented; and

Empirical data on student success and teacher retention from the Data, Strategies, and Analytics Department of the Illinois State Board of Education

Coaching Fidelity Instrument ????

SPDG Recommendations in July 2023

Develop one broad instrument (8)

Narrow the EBP or broaden instrument to align with NCII components

Develop several instruments to align with EBPs (10)

Use fidelity measure HLP engagement systems and created triangulations

Develop a combined instrument (10)

Have an instrument with several components: one that measures some common questions and specific EBP questions.

Illinois Coaching Observation Instrument (COI)

- We chose to develop a combined instrument aligned with the HLPs *and* EBPs (Option C);

- We chose to align the COI to the High Leverage Practices;

- We included an option to choose the content of the coaching and matched it with the HLPs that would be observable and expected for that coaching content;

- The coaches observe for the HLP implementation;

- The COI includes both qualitative and quantitative elements; and

- It was piloted from November 2023-February 2024

In Sum: the Illinois COI Development Process

- Identify the problem
- Share the problem and seek feedback
- Draft Instrument
- Enlist Expert Review
- Pilot Instrument
- Review Pilot Data and Revise
- Implement

Coaching Implementation Instrument (COI)

Pilot Results

29 February 2024

Some demographics

39 total Coaching Observations completed from November 2023 through February 2024;

Of those 39, 26 were beginning of the cycle observations, and 13 were mid- or final cycle observations; and

Of those 13 mid- or final cycle observations, only 9 were paired with a beginning of the cycle observation.

HLP 1
Collaborate with professionals to increase student success.

During this observation, the coach observed that the educator ...	Beginning of Cycle *Mean* N=7	Middle/End of Cycle *Mean* N=0	Change
uses effective collaboration behaviors (i.e. eye contact, active listening, non-verbal listening, questioning, planning, decision-making).	2.71	---	---
coordinates and shares responsibility and accountability for student success.	2.29	---	---

HLP 4

Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs

During this observation, the coach observed that the educator ...	Beginning of Cycle *Mean* N=10	Middle/End of Cycle *Mean* N=5, 4, 5	Change
uses formal assessments to gather information about students' strengths and growth areas.	1.50	2.80	+1.30
uses informal assessments to gather information about students' strengths and growth areas.	2.20	2.75	+0.55
uses data from students' comprehensive learner profile to inform decision-making.	1.80	3.40	+1.60

HLP 6
Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes

During this observation, the coach observed that the educator ...	Beginning of Cycle *Mean* N=11	Middle/End of Cycle *Mean* N=1	Change
consistently implements high-quality evidence-based instruction to meet students' goals	1.64	2.00	+0.36
makes instructional decisions based on data related to students' progress toward goals.	1.45	3.00	+1.55
adjusts instruction and/or practices based on student learning.	2.09	2.00	-0.09
uses progress monitoring data to determine if changes in instructional practices and interventions are needed.	1.64	4.00	+2.36

HLP 7

Establish a consistent, organized, and respectful learning environment.

During this observation, the coach observed that the educator ...	Beginning of Cycle *Mean* N=12	Middle/End of Cycle *Mean* N=5	Change
posts positively stated expectations/rules (3-5) and procedures are in students' view.	2.92	3.00	+0.08
models expectations.	2.42	3.00	+0.58
organizes the classroom and other high-traffic areas to meet the needs of all students.	2.33	2.80	+0.47
models classroom routines and procedures which are clearly defined for students.	2.08	2.80	+0.72

HLP 8

Provide Positive and Constructive Feedback to Guide Students' Behavior

During this observation, the coach observed that the educator ...	Beginning of Cycle *Mean* N=10	Middle/End of Cycle *Mean* N=6	Change
provides positive, behavior-specific feedback on student behavior.	2.40	3.33	+0.93
provides positive, corrective feedback when addressing unwanted behavior.	2.20	3.33	+1.13
provided timely behavioral feedback.	2.50	3.50	+1.00
adjusts the feedback type and frequency based on individual students' needs.	2.10	3.50	+1.40

HLP 11
Identify and prioritize long- and short-term goals

During this observation, the coach observed that the educator ...	Beginning of Cycle *Mean* N=3	Middle/End of Cycle *Mean* N=0	Change
connects students' learning goals to essential knowledge and skills within standards and curricula.	2.67	---	---
uses formative assessments to guide instruction and determine student progress.	1.67	---	---
identifies prerequisite skills needed to successfully meet standards.	2.00	---	---

HLP 12
Systematically design instruction toward learning goals.

During this observation, the coach observed that the educator ...	Beginning of Cycle *Mean* N=13	Middle/End of Cycle *Mean* N=7	Change
uses students' long- and short-term goals to develop individual learning activities.	1.69	2.43	+0.74---
activates students' prior learning and explicitly explains how new knowledge and skills "fit" into the sequence.	2.00	3.00	+1.00
creates lessons with specific, observable, measurable, ambitious, attainable, and actionable student outcomes while also considering students' individual needs.	1.62	2.43	+0.81
specifies how skills and knowledge are measured with a set criterion for determining progress.	1.38	2.43	+1.05

HLP 15

Provide scaffolded supports

During this observation, the coach observed that the educator ...	Beginning of Cycle *Mean* N=10	Middle/End of Cycle *Mean* N=6	Change
provides scaffolded supports across a wide range of areas.	2.00	2.17	+0.17
uses data to determine the support level, type, and effectiveness.	1.70	2.60	+0.90
provides scaffolds appropriate to needs.	2.00	2.33	+0.33
uses a variety of supports and adjusts what is used based on students' support needs.	2.00	2.67	+0.67
ensures the materials are appropriate/adapted to meet all student needs.	2.10	3.17	+1.07

HLP 16

Use explicit instruction.

During this observation, the coach observed that the educator ...	Beginning of Cycle *Mean* N=6	Middle/End of Cycle *Mean* N=1	Change
sets clear, measurable, and feasible lesson objectives and a logical sequence within the lesson.	2.17	3.00	+0.83
reviews prerequisites.	2.50	4.00	+1.50
provides clear models and step-by-step explanations of content.	2.17	4.00	+1.83
provides multiple opportunities to respond with appropriate feedback.	3.00	3.00	+0.00
provides guided practice with scaffolded support.	2.17	4.00	+1.83
provides a range of examples and non-examples to highlight skills/content.	2.00	2.00	+0.00
provides sufficient independent practice.	2.83	3.00	+0.17

HLP 17
Use flexible grouping.

During this observation, the coach observed that the educator ...	Beginning of Cycle *Mean* N=2	Middle/End of Cycle *Mean* N=3	Change
varies the group type based on students' instructional needs and learning objectives.	2.00	3.00	+1.00
uses appropriate grouping based on instruction and/or activities (i.e., same abiity, mixed-ability, cooperative learning).	1.50	3.00	+1.50
monitors the interactions between group members and their learning.	1.50	3.33	+1.83

HLP 18

Use strategies to promote active student engagement.

During this observation, the coach observed that the educator ...	Beginning of Cycle *Mean* N=10	Middle/End of Cycle *Mean* N=8	Change
individualizes engagement tools using technology, visuals, or other structured supports.	2.60	2.75	+0.15
uses multiple, evidence-based active student response strategies (teacher-led, peer-assisted, self-regulated, technology-supported).	2.30	2.88	+0.58
provides multiple opportunities for all students to respond and apply the skill(s).	2.30	2.88	+0.58
monitors engagement and provides specific feedback.	2.70	2.75	+0.05

HLP 20
Provide intensive instruction.

During this observation, the coach observed that the educator ...	Beginning of Cycle *Mean* N=1	Middle/End of Cycle *Mean* N=0	Change
implements interventions based on student assessment data.	1.00	---	---
monitors student goal progress.	1.00	---	---
adjusts instruction and strategies based on student data.	1.00	---	---

HLP 22

Provide positive and constructive feedback to guide students' learning.

During this observation, the coach observed that the educator ...	Beginning of Cycle *Mean* N=3	Middle/End of Cycle *Mean* N=2	Change
provides positive and process-specific feedback on student learning.	2.00	3.00	+1.00
provides positive corrective feedback when addressing academic errors.	2.33	3.00	+0.67
provides timely feedback.	3.00	3.50	+0.50
adjusts the feedback type and frequency based on individual student's needs.	2.00	3.50	+1.50

What did these data communicate to you about the effectiveness of coaching?

Coaching is effective when we are focused upon specific measures and specific practices

We cannot focus on too many HLPs

Next Steps to Improve the Illinois Coaching Process

Creation of an immediate feedback report to the coach to be reviewed, as well as to use as a reminder for the next observation;

Review of the qualitative responses to increase validity and reliability of observations aligned with the HLPs

Formalized coaching logs

Continued coach training and round table discussions

Build on coaching resources

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