



Data-Driven Instructional Coaching Model (DDICM)

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Let's Break the Ice!

Using the chat feature, enter the name of the first rock/pop concert you attended.

If it was decades ago, don't worry—we won't fact-check the year! 🤪

Why the DDICM?



Early reading difficulties lead to long-term reading disparities, mental health concerns and elevated risk for school dropout.



Data-driven instruction is necessary to address early reading difficulties but requires expertise to implement effectively.



The DDICM is an empirically supported coaching framework to develop interventionists' skills and competencies in data-driven instruction.

Voices from the Field

“The DDICM standardized tier 2 and 3 intervention and progress monitoring practices which have now become business as usual district-wide.
-*Instructional Coach, Cohort 1*

“The best part of the DDICM is the collaboration with the coach and ability to set data-based goals as well as track data over time.
-*Interventionist Cohort 2*

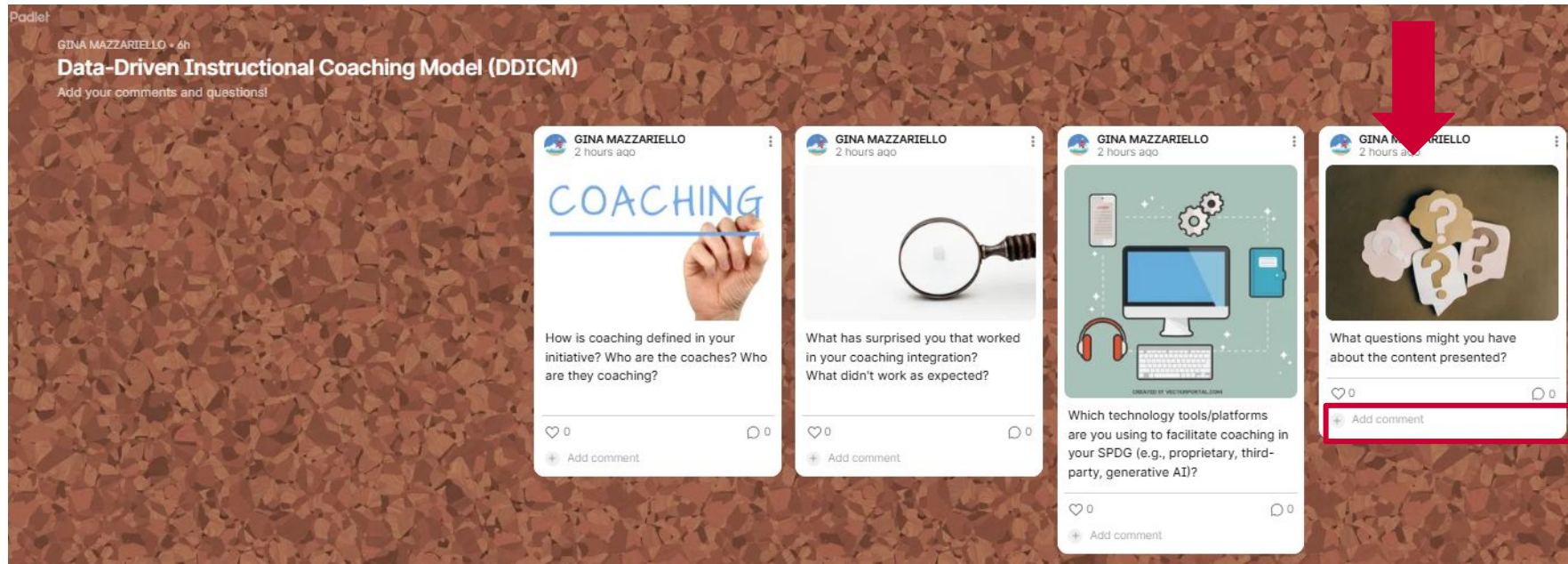
“I like the consistency of the protocols being used throughout the district. All interventionists and teachers are receiving the same instruction and evaluating data in the same way.
-*Instructional Coach, Cohort 2*

Agenda

- DDICM Theory of Change & Components
 - *Engagement Activity*
- DDICM Participants
- Systems Level Growth
- DDICM Training & Coaching Protocols
 - *Engagement Activity*
- Coaching Protocol & ReadyCoach Integration
 - *Engagement Activity*
- DDICM Outcomes
- Q&A

Agenda

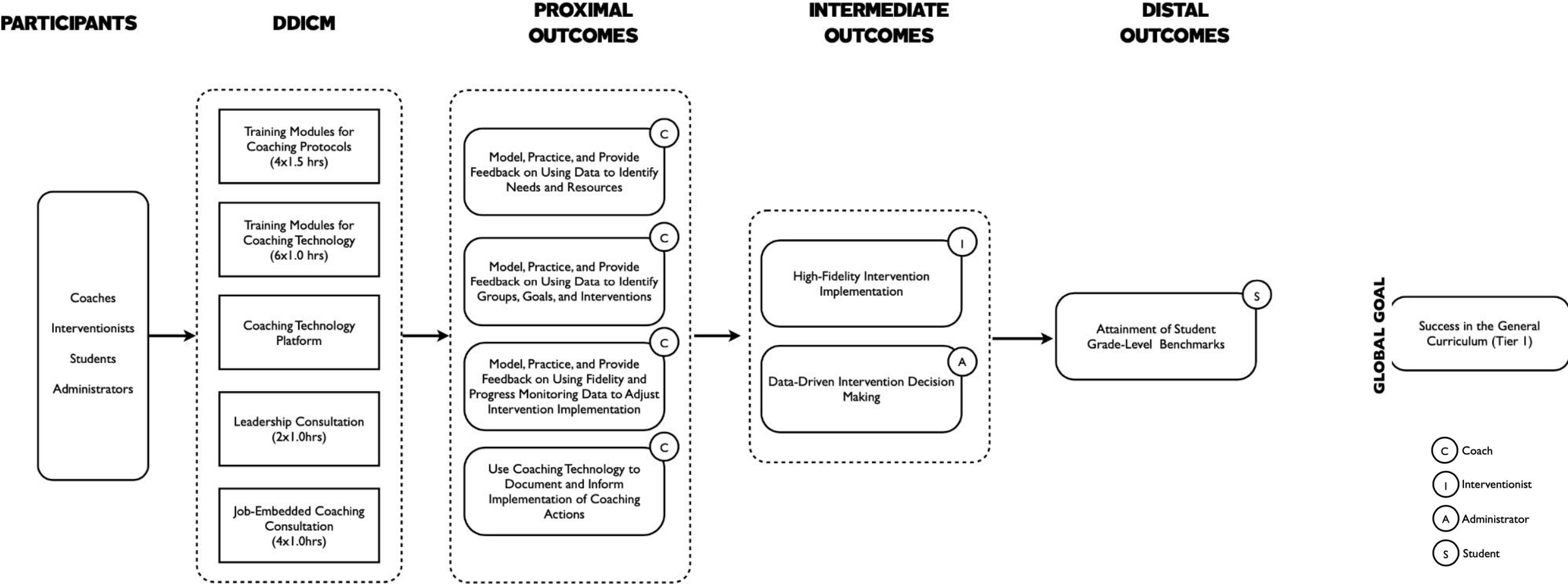
Access the link to today's Padlet [here](#), scan the QR code, or from the link in the chat. Have questions as we go? Enter them in the last box and we'll address them during the Q&A.



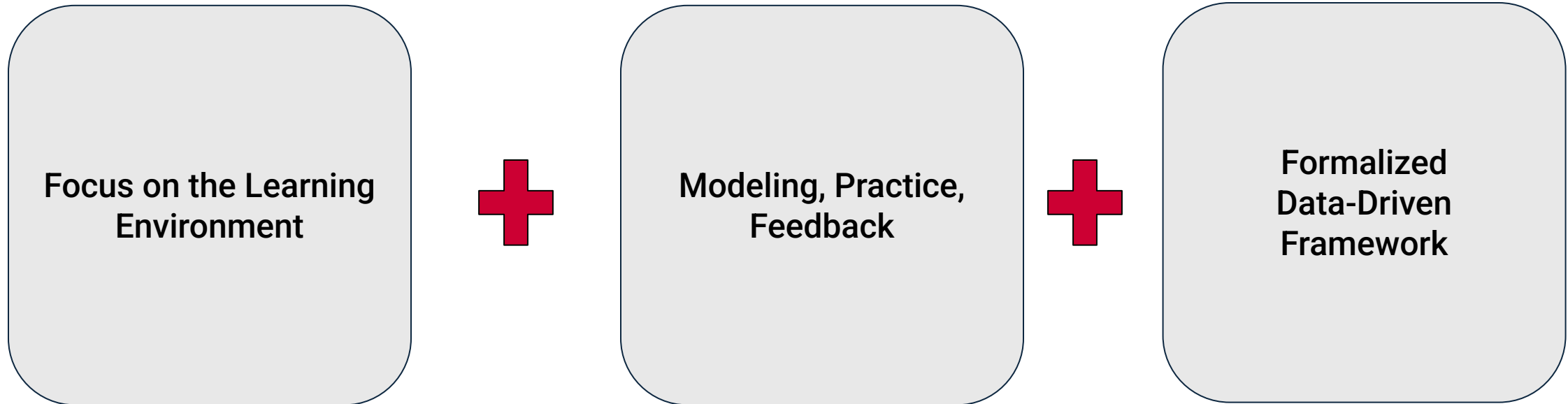
Scan to access padlet



DDICM Theory of Change



DDICM Components



DDICM Processes

The DDICM is a framework for supporting interventionists in implementing early reading interventions through the use of implementation protocols and an online platform to facilitate support for students with or at risk of reading disabilities receiving tier 2 and 3 intervention instruction.

COACHING PROTOCOL #2: Universal Screening Analysis & Diagnostic Planning

Asynchronous Coaching Protocol Training Modules

Date: _____ Person(s) Involved: _____ Coach: _____ School: _____

Estimated Time for Discussion: 40 minutes

Purpose
Analyze universal screening data to (1) determine class-wide intervention needs and (2) identify students below benchmark in need of further diagnostic assessments.

Prerequisites

- Universal screening results uploaded to ReadyCoach
- Diagnostic administration dates (e.g. NJTSS-ER Assessment Calendar Planner)
- Completed intervention and diagnostic planning guidelines (e.g. NJTSS-ER Diagnostic Inventory & Intervention Guidelines)
- Agreed upon class-wide intervention planning guidelines (e.g. schedule, intervention resources, assessment protocols)
- Trained staff in the use of ReadyCoach

Required Participants

- Curriculum leader (e.g., ELA supervisor, principal, curriculum director)
- Interventionists/reading specialists
- Classroom teachers, if planning class-wide and/or small-group interventions

Meeting Tools & Materials

- ReadyCoach
- Diagnostic planning guidelines
- Class-wide intervention planning guidelines

Protocol Steps

Start Recording:
Record Start Time: _____

1. Greeting
(Coach opens the meeting, e.g., "Welcome and thank you for...")

Step	Implementation of Step	If Not Implemented or Not Implemented NA, please explain why using the space below:
Open the meeting with a greeting and thank the person(s) involved for their participation.	No Selection ▾	

2. Agenda
(Coach presents agenda, e.g., "Today we are going to learn/discuss...")

Step	Implementation of Step	If Not Implemented or Not Implemented NA, please explain why using the space below:
Present agenda and meeting outcomes.	No Selection ▾	

Implementation Protocols



ReadyCoach | Coach

Now that you have uploaded student data, go ahead and group students.
HINT: Try the benchmarking feature to quickly group students! (Show me how)

Create a New Intervention Group
To create your first group drag the students' names here

Viewing data for: 2023 - Beginning of ...

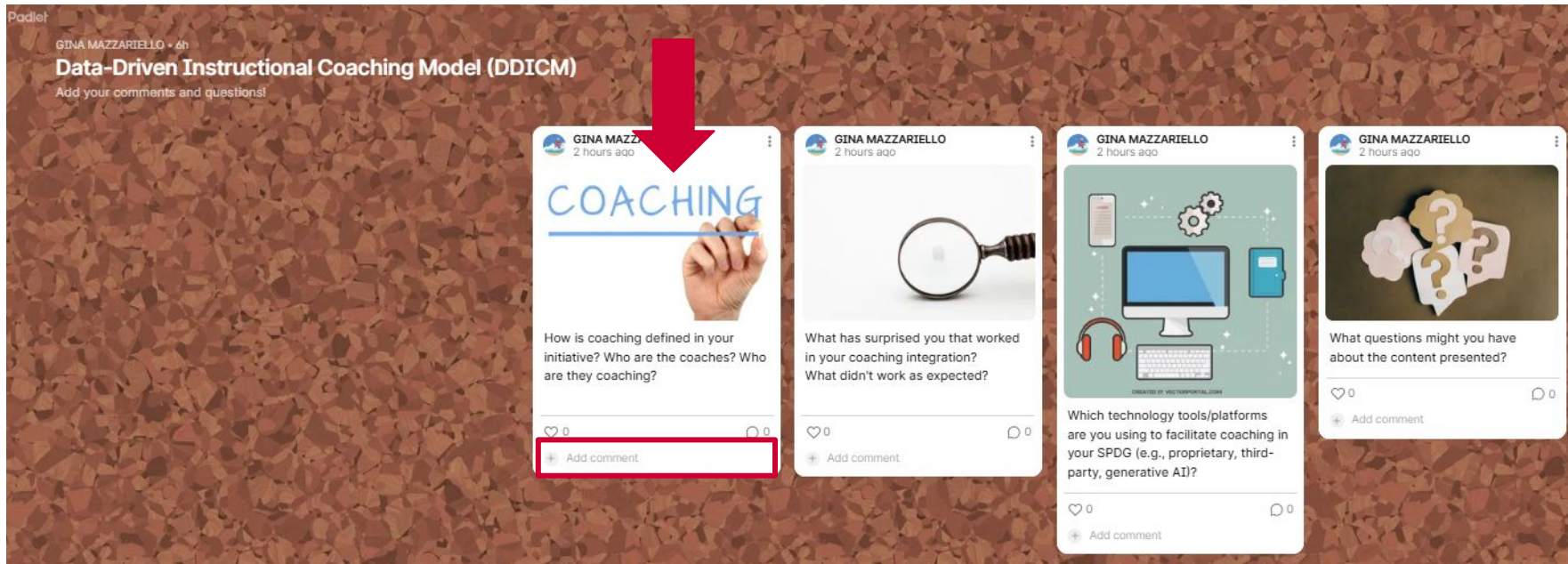
Student	Class	Grade	Assessment - DIBELS 8							Reading Content Areas of Need			Diagnostic Info
			LNF	PSE	WWF-CLS	WWE-WWC	WRP	Composite	ORF-WordsCo.	ORF-Accuracy	Areas of Need	Diagnostic Info	
V Student - Teacher E and H	Class A	G1	31	29	16	4	11	329	9	40	Phonological Awareness Phonics	Initial Bien...	
X Student - Teacher D	New CL	G1	0	18	20	0	5	275	3	0	Phonological Awareness Phonics	CVC Patterns...	
T Student - Teacher D	Class A	G1	0	19	24	0	7	320	4	0	Phonological Awareness Phonics	CVC Patterns...	

Online Platform

Activity

Take 2-3 minutes to reflect on the coaching model you are using in your SPDG.

Respond to the first question box in Padlet: *How is coaching defined in your SPDG? Who are the coaches? Who are they coaching?*



Scan to access
padlet



DDICM Participants



3 Demographically Distinct Cohorts

- Cohort 1: 1 District; 2 Schools
- Cohort 2: 2 Districts; 4 Schools
- Cohort 3: 2 Districts; 3 Schools

DDICM Participants



Instructional Coaches:

Personnel who serve in a full-time district or school-based coaching capacity.

Classroom Teachers, K-3:

Personnel who deliver universal core instruction to all students.

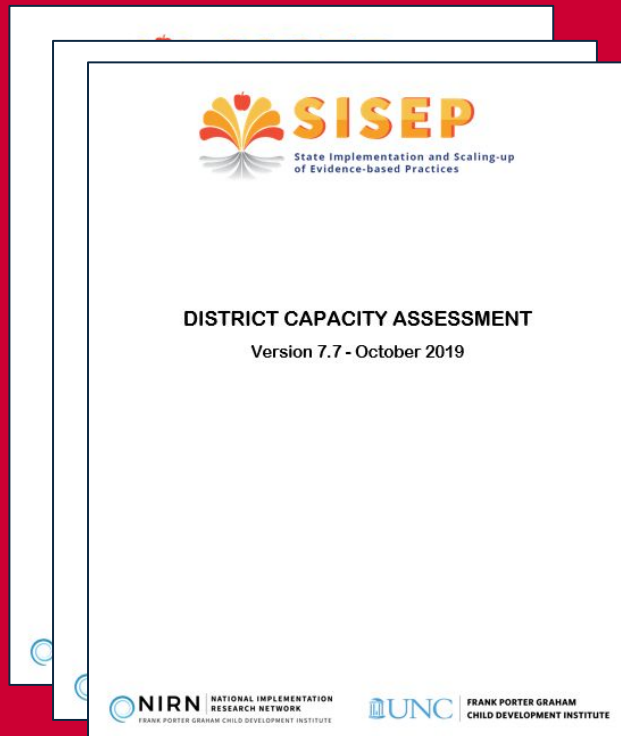
Interventionists:

Personnel who deliver supplemental instruction to students identified as at-risk of or with a reading disability.

Systems Level Growth: District Capacity

District Capacity Assessment

Assesses the capacity of the district to implement the DDICM.



- Contextualized to the DDICM
- Baseline 21-22: Average of 40% of practices scored as *fully in place*
- Ongoing consultation provided to support capacity building and action planning to achieve outcomes
- BOY 24-25: Average of 68% of practices scored as *fully in place*

Systems Level Growth: DDICM Implementation

DDICM Implementation Map

Measures the degree to which DDICM aligned practices are implemented.

Year 1 (2021-2022)	
Universal Screening	Diagnostics/Inventories
Dates: Click or tap here to enter text.	Dates: Click or tap here to enter text.
*Used with all students in each participating classroom: <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3	*Diagnostics are mapped onto scope and sequence: <input type="checkbox"/> not yet <input type="checkbox"/> partially <input type="checkbox"/> fully
Skills are assessed based on screening mapping tool: <input type="checkbox"/> Yes <input type="checkbox"/> No (attach <i>Screening Mapping and Analysis Tool</i>)	*Diagnostics are used in: <input type="checkbox"/> all participating classrooms
*Same assessment form administered to all students grade level <input type="checkbox"/> Yes <input type="checkbox"/> No	*Diagnostics are used to identify skill specific needs with all students below benchmark: K: <input type="checkbox"/> not yet <input type="checkbox"/> partially <input type="checkbox"/> fully G1: <input type="checkbox"/> not yet <input type="checkbox"/> partially <input type="checkbox"/> fully G2: <input type="checkbox"/> not yet <input type="checkbox"/> partially <input type="checkbox"/> fully G3: <input type="checkbox"/> not yet <input type="checkbox"/> partially <input type="checkbox"/> fully
*Staff receive coaching/training sufficient to administer assessments: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always Trainers: Click or tap here to enter text.	Diagnostic: Click or tap here to enter text. <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/>
*Staff receive coaching/training in using screening to students at risk (whole-class and individual): <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always Trainers: Click or tap here to enter text.	Diagnostic: Click or tap here to enter text. <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/>
Valid criteria are used to determine risk-status: <input type="checkbox"/> not yet <input type="checkbox"/> partially <input type="checkbox"/> fully	Diagnostic: Click or tap here to enter text. <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/>
	Diagnostic: Click or tap here to enter text. <input type="checkbox"/> K <input type="checkbox"/> G1 <input type="checkbox"/> G2 <input type="checkbox"/> G3 Focus: <input type="checkbox"/> PA <input type="checkbox"/> Ph <input type="checkbox"/>
	*Staff receive coaching/training sufficient to administer and interpret diagnostic assessments: <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> almost always

- Baseline 21-22: Average of 57% of practices *fully implemented*
- Ongoing consultation provided to support capacity building and action planning to achieve outcomes
- BOY 24-25: Average of 83% of practices *fully implemented*

DDICM Training

Component	Participants	Occurrence
Coaching Protocols	<ul style="list-style-type: none">● District/building leaders● Coaches	Beginning fall of the district's first year of implementation and culminating winter of the first year.
ReadyCoach	<ul style="list-style-type: none">● District/building leaders● Coaches● Interventionists	Beginning fall of the district's first year of implementation and culminating winter of the first year.

Coaching Protocol Structure

COACHING PROTOCOL #2: Universal Screening Analysis & Diagnostic Planning

[Asynchronous Coaching Protocol Training Modules](#)

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Purpose
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Required Participants

- Curriculum leader (e.g., ELA supervisor, principal, curriculum director)
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Meeting Tools & Materials

- ReadyCoach
- Diagnostic planning guidelines
- Class-wide intervention planning guidelines

Protocol Steps

Start Recording:
Record Start Time: _____

1. Greeting
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Step	Implementation of Step	If Not Implemented or Not Implemented: NA, please explain why using the space below.
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2. Agenda
(Coach presents agenda, e.g., "Today we are going to learn/discuss...")




Step	Implementation of Step	If Not Implemented or Not Implemented: NA, please explain why using the space below.
Present agenda and meeting outcomes.	No Selection ▾	

Coaching Protocol Components

- ✓ Planning Information
- ✓ Greeting & Agenda Setting
- ✓ Review & Reflect
- ✓ Data-Based Decision Making
- ✓ Closure & Next Steps
- ✓ Additional Notes & Coaching Reflection

DDICM Coaching Protocols

- Operationalize tier 2 and 3 intervention and progress monitoring processes and practices

 Coaching Protocol	 Purpose	 Frequency
Universal Screening Analysis & Diagnostic Planning	Analyze universal screening to identify class-wide and student intervention needs and plan for follow-up diagnostics	At fall and winter benchmarks of universal screening administration
Intervention Planning	Plan class-wide and small group skill-specific intervention	At fall and winter benchmarks of universal screening and diagnostic administration
Intervention Fidelity	Provide feedback and support on implementation fidelity	Throughout intervention implementation based on available fidelity data
Intervention Decision-Making	Determine students' response to intervention for decision-making	After collecting approximately four or more progress monitoring and fidelity data points

Activity

Reflect on the integration of coaching in your SPDG.

Respond to the second question box in Padlet: *What has surprised you that worked in your coaching integration? What didn't work as expected?*

The screenshot shows a Padlet board with a corkboard background. At the top left, it says "GINA MAZZARIELLO · 4h" and "Data-Driven Instructional Coaching Model (DDICM)". Below that is the instruction "Add your comments and questions!". There are four sticky notes:

- Sticky Note 1:** Title "COACHING" with a hand holding a blue marker. Text: "How is coaching defined in your initiative? Who are the coaches? Who are they coaching?"
- Sticky Note 2:** Image of a magnifying glass. Text: "What has surprised you that worked in your coaching integration? What didn't work as expected?". A red box highlights the "Add comment" button at the bottom.
- Sticky Note 3:** Image of a computer monitor, keyboard, and headphones. Text: "Which technology tools/platforms are you using to facilitate coaching in your SPDG (e.g., proprietary, third-party, generative AI)?"
- Sticky Note 4:** Image of question marks. Text: "What questions might you have about the content presented?"

A large red arrow points down to the second sticky note.

Scan to access
Padlet



Coaching Protocol & ReadyCoach Integration

Coaching Protocol & ReadyCoach Integration

Universal Screening & Diagnostic Planning

Analyze universal screening to identify class-wide and student needs and plan for follow-up diagnostics

COACHING PROTOCOL #2: Universal Screening Analysis & Diagnostic Planning

Asynchronous Coaching Protocol Training Modules

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Meeting Tools & Materials

- ReadyCoach
- Diagnostic planning guidelines
- Class-wide intervention planning guidelines

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Showing All Data

Multi-Sort Filter

Assessment - DIBELS 8 (Displaying 7 of 8 columns) Feb 14, 2025

Reading Content Areas of Need Feb 14, 2025

LN#	PSP	NWF-CLS	NWF-WRC	WSF	ORF-Accuracy	ORF-WordCo.	Areas of Need	Diagnostic Follow-up	Diagnostic Info
9	36	41	13	11	90	35	Phonological Awareness Phonics	FOLLOW UP	SELECT SKILLS
1	6	36	12	7	84	21	Phonological Awareness Phonics	FOLLOW UP	SELECT SKILLS
33	33	36	1	4	100	190	Phonological Awareness Phonics	FOLLOW UP	SELECT SKILLS
43	34	36	8	14	97	73	Phonological Awareness Phonics	FOLLOW UP	SELECT SKILLS
5	22	51	17	17	94	68	Phonological Awareness Phonics	FOLLOW UP	SELECT SKILLS
4	38	47	15	17	90	46	Phonological Awareness Phonics	FOLLOW UP	SELECT SKILLS
3	27	19	3	6	67	82	Phonological Awareness Phonics	FOLLOW UP	SELECT SKILLS
26	36	13	0	3	92	47	Phonological Awareness Phonics	FOLLOW UP	SELECT SKILLS

View Class-Wide Needs for Teachers

Data Period: 2025 - Middle of Year, DIBELS 8

GENERATE PDF

Teacher A has a class-wide need for:

Grade - G1
Class - Unassigned

- letter naming intervention(9 of 9 students)
- phonics intervention(8 of 9 students)
- fluency intervention(6 of 9 students)

Teacher B has a class-wide need for:

Grade - G1
Class - Unassigned

- letter naming intervention(15 of 19 students)
- phonics intervention(13 of 19 students)

Teacher C has a class-wide need for:

Grade - G1
Class - Unassigned

- letter naming intervention(15 of 19 students)
- phonics intervention(17 of 19 students)
- fluency intervention(11 of 19 students)

Teacher D has a class-wide need for:

Grade - G1
Class - Unassigned

- letter naming intervention(3 of 3 students)
- phonics intervention(3 of 3 students)
- fluency intervention(3 of 3 students)

Coaching Protocol & ReadyCoach Integration

Universal Screening & Diagnostic Planning

Analyze universal screening to identify class-wide and student needs and plan for follow-up diagnostics

COACHING PROTOCOL #2: Universal Screening Analysis & Diagnostic Planning

Asynchronous Coaching Protocol Training Modules

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- Trained staff in the use of ReadyCoach

Required Participants

- Curriculum leader (e.g., ELA supervisor, principal, curriculum director)
- Interventionists/reading specialists
- Classroom teachers, if planning class-wide and/or small-group interventions

Meeting Tools & Materials

- ReadyCoach
- Diagnostic planning guidelines
- Class-wide intervention planning guidelines

Protocol Steps

Start Recording: _____

Record Start Time: _____

1. Greeting
(Coach opens the meeting, e.g., "Welcome and thank you for...")

Step	Implementation of Step	If Not Implemented or Not Implemented/NA, please explain why using the space below:
Open the meeting with a greeting and thank the person(s) involved for their participation.	No Selection	

2. Agenda
(Coach presents agenda, e.g., "Today we are going to learn/discuss...")

Step	Implementation of Step	If Not Implemented or Not Implemented/NA, please explain why using the space below:
Present agenda and meeting outcomes.	No Selection	

NJTSS-ER Diagnostic Inventory for Phonological & Phonemic Awareness

Set 1: Identify Rhyme
I will say two words. Repeat the words. Tell me if they rhyme. For example, hat, cat rhyme; but, bat do not rhyme.
Tell me if these words rhyme.

Date: _____ Date: _____

1. map, cat (N) _____

2. snow, glow (Y) _____

3. ut, up (N) _____ /3 _____ /3

Set 2: Produce Rhyme
I will say two words that rhyme. Tell me one more word that rhymes. It could be a made-up word. For example, with, fish, fish.
_____ /3 _____ /3

Date: _____ Date: _____

1. hot, cat, _____

2. book, take, _____

3. ton, fun, _____ /3 _____ /3

Set 3: Syllables
I will say a word. You say the syllables in each word. For example, baseball, base-ball.
_____ /3 _____ /3

Date: _____ Date: _____

1. book (book) _____

2. gingerbread (gin-ger-bread) _____

3. happy (hap-py) _____ /3 _____ /3

QPS Examiner Scoring Sheet Examples

QPS Examiner Scoring Sheet for Hasky, a First-Grade Student

The "Understanding QPS Results" section in the QPS Examiner's Manual provides a full explanation of Hasky's results.

Quick Phonics Screener

Examiner Scoring Sheet
FORM A

Student Name: _____ Date: _____

Room: _____

1. **Identify and write each letter.**

2. **Identify and write each letter.**

3. **Identify and write each letter.**

4. **Identify and write each letter.**

5. **Identify and write each letter.**

NJTSS-ER Diagnostic Inventory for Phonological & Phonemic Awareness

Quick Phonics Screener

Student 1's Skill Focus

Student 1's Areas of Need

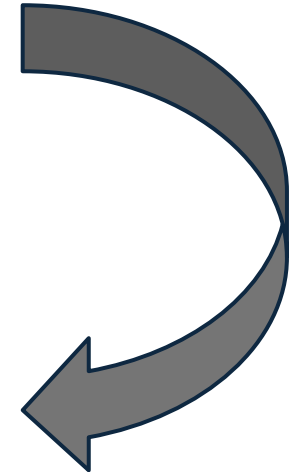
Phonological Awareness Phonics

To add skills to Student 1's Focus - select an Area option, Skill Focus option, and 1 or more Specifics option(s)

Quick Find: _____

AREA	SKILL FOCUS	SPECIFICS
Letter Names	Letter/Sounds	Click a Skill Focus to see Specifics
Early Phonological Awareness	Correspondence	
Phonemic Awareness	CVC Patterns (e.g., CVC words with short vowels: a, i, o, u, e)	
Phonics	Initial Blends (e.g., st-, bl-, cr-, str-)	
Fluency		

SAVE SKILLS



Coaching Protocol & ReadyCoach Integration

Intervention Planning

Plan class-wide and small-group skill-specific intervention

COACHING PROTOCOL #3: Intervention Planning

[Asynchronous Coaching Protocol Training Modules](#)

Date: _____ Person(s) Involved: _____ Coach: _____ School: _____

Estimated Time for Discussion: 45-60 minutes

Purpose
Using diagnostic inventory results to plan (1) class-wide intervention for classes with needs best addressed through class-wide interventions and (2) small-group interventions.

Prerequisites

- Diagnostic results recorded in ReadyCoach
- Development of intervention planning (class-wide and small group) guidelines

Required Participants

- Curriculum leader (e.g., ELA supervisor, principal, curriculum director)
- Interventionists/reading specialists
- Classroom teachers (if planning and delivering interventions)

Meeting Tools & Materials

- ReadyCoach
- Intervention planning (class-wide and small group) guidelines

Protocol Steps

Start Recording
Record Start Time: _____

1. Greeting
(Coach opens meeting, e.g., "Welcome and thank you for...")

Step	Implementation of Step	If Not Implemented or Not Implemented: NA, please explain why using the space below:
Open the meeting with a greeting and thank the person(s) involved for their participation.	No Selection ·	

2. Agenda
(Coach presents agenda, e.g., "Today we are going to learn/discuss...")

Step	Implementation of Step	If Not Implemented or Not Implemented: NA, please explain why using the space below:
Present agenda and meeting outcomes.	No Selection ·	

3. Review & Reflect

Group 1 Tier 3

ADDITIONAL EDUCATOR(S)
Additional Educator(s)...

INTERVENTIONIST +
Select...

FOCUS

	Q.S.	X.S.
PA: I		✓
PA: S/B	✓	
P: CVCP	✓	✓

STUDENTS +

G1 Q Student Teacher D × G1 X Student Teacher D ×

SAVE GROUP

DISCARD GROUP

Recommended Group

CVC and PA Tier 3

ADDITIONAL EDUCATOR(S)
N/A

INTERVENTION SCHEDULE

Frequency (Session(s)/Week) Duration (Minutes/Session)
Select... Select...

INTERVENTIONIST +
Teacher D

FOCUS

	Q.S.	X.S.
PA: I		✓
PA: S/B	✓	
P: CVCP	✓	✓

STUDENTS WITH GOAL
Q Student X Student

STUDENTS WITHOUT GOAL +
No students

GOALS
All Students: Will achieve 55 on Nonsense Word Fluency - Correct Letter Sounds by May 26, 2025

INTERVENTION(S)
SELECT INTERVENTION
First, find an Intervention

DISCARD GROUP

Set Goals

CVC and PA Tier 3

ADDITIONAL EDUCATOR(S)

INTERVENTION SCHEDULE

Frequency (Session(s)/Week) Duration (Minutes/Session)
4 35

STUDENTS WITH GOAL
2 Q Student X Student

STUDENTS WITHOUT GOAL
No students

INTERVENTION(S) +

- A2.8 Phonemic Awareness: Phoneme Blending
- A4.2 Decoding with CVC Short Vowel i

Start monitoring progress
No Logged Data.

ADD BASELINE DATA

OPEN GROUP WORKSPACE

Establish Schedule & Assign Intervention(s)

Coaching Protocol & ReadyCoach Integration

Intervention Planning

Plan class-wide and small-group skill-specific intervention

COACHING PROTOCOL #3: Intervention Planning

[Asynchronous Coaching Protocol Training Modules](#)

Date: _____ Person(s) Involved: _____ Coach: _____ School: _____

Estimated Time for Discussion: 45-60 minutes

Purpose
Using diagnostic inventory results to plan (1) class-wide intervention for classes with needs best addressed through class-wide interventions and (2) small-group interventions.

Prerequisites

- Diagnostic results recorded in ReadyCoach
- Development of intervention planning (class-wide and small group) guidelines

Required Participants

- Curriculum leader (e.g., ELA supervisor, principal, curriculum director)
- Interventionists/reading specialists
- Classroom teachers (if planning and delivering interventions)

Meeting Tools & Materials

- ReadyCoach
- Intervention planning (class-wide and small group) guidelines

Protocol Steps

Start Recording
Record Start Time: _____

1. Greeting
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Step	Implementation of Step	If Not Implemented or Not Implemented-NA, please explain why using the space below:
Open the meeting with a greeting and thank the person(s) involved for their participation.	No Selection ·	

2. Agenda
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Step	Implementation of Step	If Not Implemented or Not Implemented-NA, please explain why using the space below:
Present agenda and meeting outcomes.	No Selection ·	

3. Review & Reflect

Group Workspace: Group 3
Group Made Active 04/15/2024

Work Manage Intervention Data

Goal Progress and Fidelity Not Logged in 10 or More Days

Selected Interventions
1.AA.2 Decoding with CVC Short Vowel

Intervention Fidelity and Student Progress Chart

Graph Parameters

Show Excluded Students
Measurements: Select...
Students: All Students

Show Goal Lines Show Student Trends Lines Show Only Active Interventions

My Home & Collaboration

Logged Data

ADD NEW ATTENDANCE LOG GOAL PROGRESS LOG INTERVENTION

Attendance Logged Goal Progress Logged Interventions Focuses Actions Taken

No Attendance Data

ADD NEW ATTENDANCE

Logged Data

ADD NEW ATTENDANCE LOG GOAL PROGRESS LOG INTERVENTION

Attendance Logged Goal Progress Logged Interventions Focuses Actions Taken

No Attendance Data.

ADD NEW ATTENDANCE

Coaching Protocol & ReadyCoach Integration

Intervention Fidelity

Provide feedback and support on implementation fidelity

COACHING PROTOCOL #4: Intervention Fidelity

Asynchronous Coaching Protocol Training Modules

Date: _____ Person(s) Involved: _____ Coach: _____ School: _____

Estimated Time for Discussion: 40 minutes

Purpose
To provide feedback and coaching support on implementation fidelity.

Prerequisites

- Interventionists log fidelity for at least one intervention group.
- Fidelity plan has been developed (e.g., rationale, use of data, fidelity checklists).

Required Participants

- Interventionist

Meeting Tools & Materials

- ReadyCoach

Protocol Steps

Start Recording
Record Start Time: _____

1. Greeting
(Coach opens the meeting, e.g., "Welcome and thank you for...")

Step	Implementation of Step	If Not Implemented or Not Implemented NA, please explain why using the space below:
Open the meeting with a greeting and thank the person(s) involved for their participation.	No Selection	

2. Agenda
(Coach presents agenda, e.g., "Today we are going to learn/discuss...")

Step	Implementation of Step	If Not Implemented or Not Implemented NA, please explain why using the space below:
Present agenda and meeting outcomes.	No Selection	

3. Review & Reflect
(Coach reviews and engages all participants in reflection, e.g., "We have been learning to/about...")

Step	Implementation of Step	If Not Implemented or Not Implemented NA, please explain why using the space below:

Implementation Check

Group: Group 3

A4.2 Decoding with CVC Short Vowel i

Intervention Fidelity And Goal Progress

Date implemented: _____ GENERATE CHECKLIST PDF

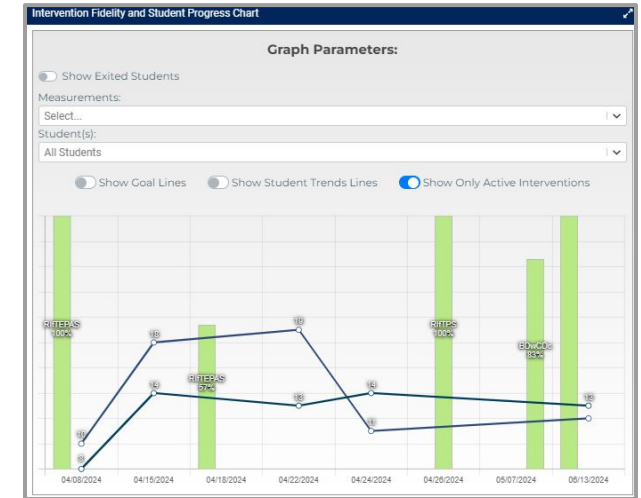
Indicators:

- P: Step was implemented as planned.
- NP: A decision was made not to include the step in the intervention (i.e., not planned).

Teaching the Concept/Skill

P	NP
<input type="checkbox"/>	<input type="checkbox"/>
Step 1: Connect previously taught concepts to the new concept.	
<input type="checkbox"/>	<input type="checkbox"/>
Step 2: Explicitly state the new vowel letter name and short vowel sound.	
<input type="checkbox"/>	<input type="checkbox"/>
Step 3: Teach the new vowel letter name and short vowel sound through multi-sensory instruction (i.e. Visual/Auditory).	
<input type="checkbox"/>	<input type="checkbox"/>
Step 4: Provide guided practice through multi-sensory instruction (i.e. Trace & Say/Write & Say).	
<input type="checkbox"/>	<input type="checkbox"/>
Step 5: Provide academic praise for successful responses and corrective feedback to address student errors through modeling of articulation and additional practice.	

Fidelity Checklists



Logged Fidelity

Teacher B's Overview

Intervention Stats

Interventions

A4.2 Decoding with CVC Short Vowel i 97%

Other Stats

Common Research-Based Instructional Components

INTERVENTION STEP	FIDELITY
Step 1: Connect to Prior Knowledge	100% (4 of 4)
Step 2: Direct & Explicit Instruction of Concept/Skill	100% (8 of 8)
Step 3: Provide Modeling	100% (12 of 12)
Step 4: Provide Guided Practice	100% (16 of 16)
Step 5: Performance Feedback	94% (15 of 16)
Step 6: Provide Independent Practice	88% (7 of 8)
Step 7: Check for Understanding	100% (8 of 8)

Intervention Statistics

Coaching Protocol & ReadyCoach Integration

Intervention Decision-Making

Determine students' response to intervention for decision making

COACHING PROTOCOL #5: Intervention Decision Making

Asynchronous Coaching Protocol Training Modules

Date: _____ Person(s) Involved: _____ Coach: _____ School: _____

Estimated Time to Complete Protocol: 40 minutes

Purpose
To determine a student's response to intervention, using progress monitoring and fidelity data, for decision-making.

Prerequisites

- Interventionists implement small-group interventions, record attendance, log student progress and log fidelity

Required Participants

- Interventionist

Meeting Tools & Materials

- ReadyCoach

Protocol Steps

Start Recording
Record Start Time: _____

1. Greeting
(Coach opens the meeting, e.g., "Welcome and thank you for...")

Step	Implemented	If Not Implemented/Not Implemented NA, please explain why using the space below:
Open the meeting with a greeting and thank the person(s) involved for their participation.	No Selection	

2. Agenda
(Coach presents agenda, e.g., "Today we are going to learn/discuss...")

Step	Implemented	If Not Implemented/Not Implemented NA, please explain why using the space below:
Present agenda and meeting outcomes.	No Selection	

3. Review & Reflect
(Coach reviews and engages all participants in reflection, e.g., "We have been learning to/about...")

Step	Implemented	If Not Implemented/Not Implemented NA, please explain why using the space below:
A. Summarize outcomes from prior sessions and connect them to current session outcomes.	No Selection	

The screenshot displays the ReadyCoach interface with three intervention cards at the top and a detailed group workspace below.

Intervention Cards:

- Decoding with Digrap...** (Tier 2): 94% Average Fidelity, Activity: Goal Progress 2 days ago.
- Decoding with Blends** (Tier 3): 94% Average Fidelity, Activity: An Intervention 2 days ago.
- Decoding CVC Words** (Tier 2): 71% Average Fidelity, Activity: An Intervention 2 days ago.

Group Workspace: CVC Short Vowels

Work | Manage | Intervention Stats | GENERATE PDF

Given high intervention fidelity and insufficient progress for Student FF, consider (1) whether student(s) attended all planned sessions and (2) adjustment(s) to the intervention plan.

Selected Interventions

- 1. A4.2 Decoding with CVC Short Vowel I (Active)

Intervention Fidelity and Student Progress Chart

Graph Parameters:

- Show Exited Students
- Measurements: Nonsense Word Fluency - Correct Letter Sounds
- Students: Student FF
- Show Goal Lines:
- Show Student Trends Lines:
- Show Only Active Interventions:

My Notes & Collaboration

09/10/2024
Gina Mazzariello: More time needed for dictation practice.

Logged Data

ADD NEW ATTENDANCE | LOG GOAL PROGRESS | LOGGED INTERVENTIONS | FOCUSES | ACTIONS TAKEN

Attendance summary reflects interventions for which attendance was recorded.

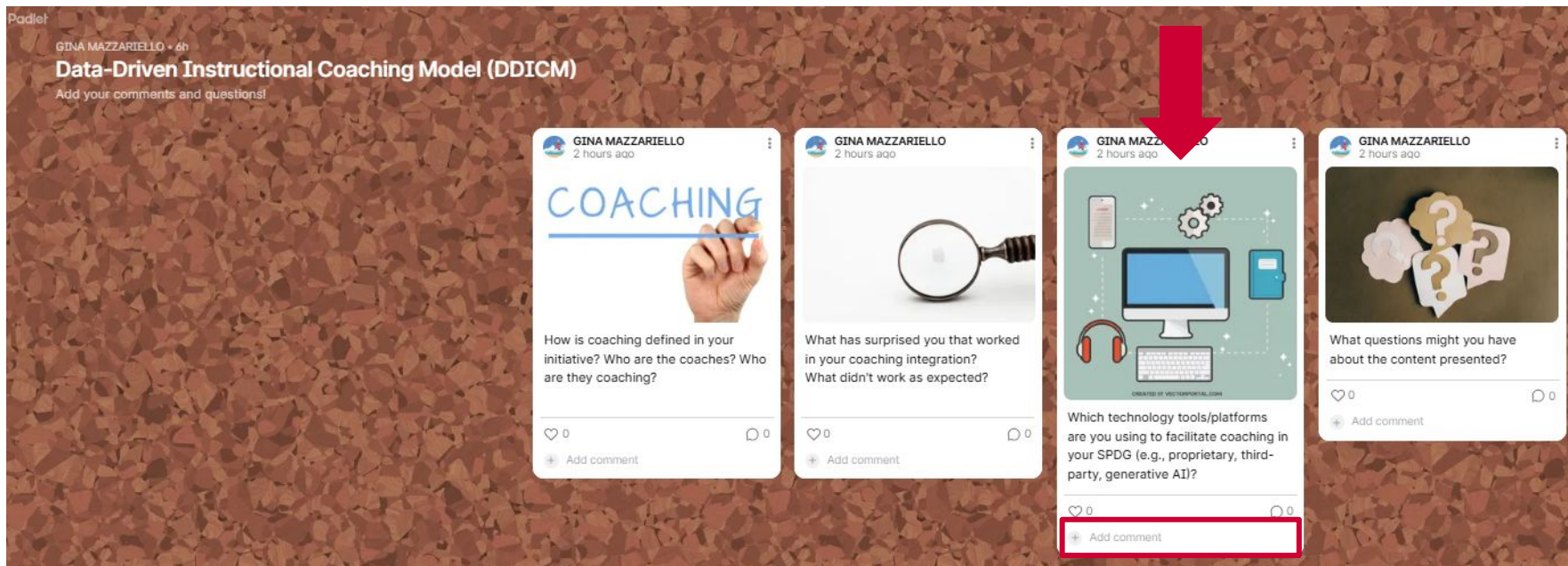
Student HH was present, 100% for A4.2 Decoding with CVC Short Vowel I

Student FF was present, 100% for A4.2 Decoding with CVC Short Vowel I

Activity

Which technology tools/platforms are you using to facilitate coaching in your SPDG?

Comment in the third question box in Padlet: *Which technology tools/platforms are you using to facilitate coaching in your SPDG (e.g., proprietary, third-party, generative AI)?*



Scan to access
padlet





Data-Driven Instructional Coaching Model: Outcomes

Voices from the Field



I like the data analysis and determining needs for intervention and further diagnostics.
-Instructional Coach, Cohort 2



The DDICM shows us that you can't just determine a student's reading ability on "vibes" and "they're fine". Multiple data points identify exactly which area of reading students need help with.
-Interventionist Cohort 2



I like that we are now grouping students by skill needs.
-Interventionist, Cohort 3

Coaching Fidelity

- Four coaching sessions per year are audio recorded
- Submitted to a HIPAA and FERPA compliant OneDrive folder
- Feedback is provided on each submitted recording
- 25% randomly selected for IRR
- Average IR agreement of 87%

COACHING PROTOCOL #: Universal Screening Analysis & Diagnostic Planning

Date: 2-5-24 Person(s) Involved: C. James Coach: J. McDowell School: W Elementary

Estimated Time to Complete Protocol: 90 minutes

Purpose
Analyze universal screening data to (1) determine class-wide intervention needs and (2) identify students below benchmark in need of further diagnostic assessments.

Prerequisites

- Universal screening results uploaded to ReadyCoach
- Diagnostic administration dates (e.g. NJTSS-ER Assessment Calendar Planner)
- Completed diagnostic planning guidelines (e.g. NJTSS-ER Diagnostic Inventory & Intervention Guidelines)
- Agreed upon class-wide intervention plan (e.g. schedule, assessment protocols)
- Trained staff in the use of ReadyCoach

Required Participants

- Curriculum leader (e.g. ELA supervisor, principal, curriculum director)
- Interventionists/reading specialists
- Classroom teachers, if planning class-wide and/or small-group interventions

Meeting Tools & Materials

- ReadyCoach
- Diagnostic planning guidelines
- Class-wide intervention plan

Protocol Steps

Start Recording:
Record Start Time: 2:30 pm

1. Greeting
(Coach opens the meeting, e.g., "Welcome and thank you for...")


Step	Implemented	If Not Implemented/Not Implemented:NA, please explain why using the space below:
Open the meeting with a greeting and thank the person(s) involved for their participation.	Implemented	

2. Agenda
(Coach presents agenda, e.g., "Today we are going to learn/discuss...")

Step	Implemented	If Not Implemented/Not Implemented:NA, please explain why using the space below:
Present agenda and meeting outcomes.	Implemented	

3. Review/Reflect
(Coach reviews and engages all participants in reflection, e.g., "We have been learning to/about...")

Step	Implemented	If Not Implemented/Not Implemented:NA, please explain why using the space below:



Coaching Fidelity

COACHING PROTOCOL #1: Universal Screening Analysis & Diagnostic Planning

Date: 2-5-24 Person(s) Involved: C. James Coach, J. McDowell School: W. Elementary

Estimated Time to Complete Protocol: 90 minutes

Purpose
Analyze universal screening data to (1) determine class-wide intervention needs and (2) identify students below benchmark in need of further diagnostic assessments

Prerequisites

- Universal screening results uploaded to ReadyCoach
- Diagnostic administration dates (e.g. NJTSS-ER Assessment Calendar Planner)
- Completed diagnostic planning guidelines (e.g. NJTSS-ER Diagnostic Inventory & Intervention Guidelines)
- Agreed upon class-wide intervention plan (e.g. schedule, assessment protocols)
- Trained staff in the use of ReadyCoach

Required Participants

- Curriculum leader (e.g. ELA supervisor, principal, curriculum director)
- Interventionists/reading specialists
- Classroom teachers, if planning class-wide and/or small-group interventions

Meeting Tools & Materials

- ReadyCoach
- Diagnostic planning guidelines
- Class-wide intervention plan

Protocol Steps

Start Recording:
Record Start Time: 2:30 pm

1. Greeting
(Coach opens the meeting, e.g., "Welcome and thank you for...")

Step	Implemented	If Not Implemented/Not Implemented/NA, please explain why using the space below.
Open the meeting with a greeting and thank the person(s) involved for their participation.	Implemented	

2. Agenda
(Coach presents agenda, e.g., "Today we are going to learn/discuss...")

Step	Implemented	If Not Implemented/Not Implemented/NA, please explain why using the space below.
Present agenda and meeting outcomes.	Implemented	

3. Review/Reflect
(Coach reviews and engages all participants in reflection, e.g., "We have been learning to/about...")

Step	Implemented	If Not Implemented/Not Implemented/NA, please explain why using the space below.

Coaching Protocol: Use during 22-23SY	Average Fidelity of Data-Based Decision Making
Universal Screening Analysis & Diagnostic Planning	82%
Intervention Planning	86%
Intervention Fidelity	97%
Intervention Decision Making	78%

Intervention Fidelity

- Interventionists and/or coaches log fidelity in ReadyCoach
- Each discrete step in an intervention is tagged to a research-based component of effective instruction

Implementation Check

Group: Group 3

A4.2 Decoding with CVC Short Vowel i

Intervention Fidelity And Goal Progress

Date implemented: [Calendar icon] [GENERATE CHECKLIST PDF]

Indicators:

- P: Step was implemented as planned.
- NP: A decision was made not to include the step in the intervention (i.e., not planned).

Teaching the Concept/Skill

Indicator	Step Description
<input type="checkbox"/> P <input type="checkbox"/> NP	Step 1: Connect previously taught concepts to the new concept.
<input type="checkbox"/>	Step 2: Explicitly state the new vowel letter name and short vowel sound.
<input type="checkbox"/>	Step 3: Teach the new vowel letter name and short vowel sound through multi-sensory instruction (i.e. Visual/Auditory).
<input type="checkbox"/>	Step 4: Provide guided practice through multi-sensory instruction (i.e. Trace & Say/Write & Say).
<input type="checkbox"/>	Step 5: Provide academic praise for successful responses and corrective feedback to address student errors through modeling of articulation and additional practice.

Teacher B's Overview

Intervention Stats

Interventions: A4.2 Decoding with CVC Short Vowel i (97%)
Logged 4 times (1 group)

Other Stats: Common Research-Based Instructional Components

INTERVENTION STEP	FIDELITY
Step 1: Connect previously taught concepts to the new concept.	100% (4 of 4)
Step 2: Explicitly state the new vowel letter name and short vowel sound.	100% (4 of 4)
Step 3: Teach the new vowel letter name and short vowel sound through multi-sensory instruction (i.e. Visual/Auditory).	100% (4 of 4)
Step 4: Provide guided practice through multi-sensory instruction (i.e. Trace & Say/Write & Say).	100% (4 of 4)
Step 5: Provide academic praise for successful responses and corrective feedback to address student errors through modeling of articulation and additional practice.	100% (4 of 4)

Intervention Statistics for a Single Intervention

Teacher B's Overview

Intervention Stats

Interventions: A4.2 Decoding with CVC Short Vowel i (97%)

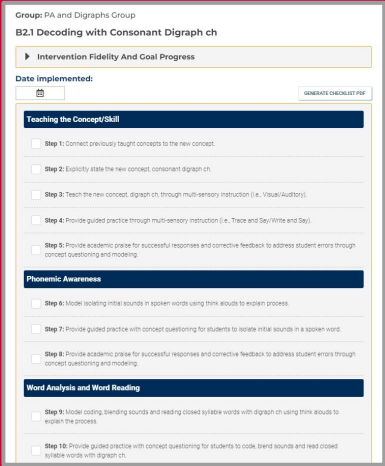
Other Stats: Common Research-Based Instructional Components

INTERVENTION STEP	FIDELITY
Step 1: Connect to Prior Knowledge	100% (4 of 4)
Step 2: Direct & Explicit Instruction of Concept/Skill	100% (8 of 8)
Step 3: Provide Modeling	100% (12 of 12)
Step 4: Provide Guided Practice	100% (16 of 16)
Step 5: Performance Feedback	94% (15 of 16)
Step 6: Provide Independent Practice	88% (7 of 8)
Step 7: Check for Understanding	100% (8 of 8)

Intervention Statistics of Common Research-Based Instructional Components

Intervention Fidelity

- Interventionists and/or coaches log fidelity in ReadyCoach
- Each discrete step in an intervention is tagged to a research-based component of effective instruction



Intervention Fidelity: 22-23SY	Average Intervention Fidelity
Connect to Prior Knowledge	92%
Direct & Explicit Instruction of Concept/Skill	95%
Provide Modeling	90%
Provide Guided Practice	90%
Performance Feedback	90%
Provide Independent Practice	87%
Checks for Understanding	90%
Overall Average	92%

Social Validity

- Completed at EOY of each implementation year
- Seventeen items rated on a 5-point scale (5= strongly agree; 1=strongly disagree)
- Six open-ended questions

When considering K-3 students with or at risk for reading disabilities, the Data-Driven Instructional Coaching Model (DDICM) is useful for:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Addressing K-3 students early reading needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing the early reading skill needs of English Language Learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing disparities in early reading performance based on students' socio-economic status.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing the early reading needs of students receiving special education services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing disparities in early reading performance based on students' race and ethnicity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving data-based decision-making skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23-24SY Results

- **95%** strongly agree/agree that the *DDICM is useful for addressing the needs of K-3 students with or at-risk of reading disabilities*
- **92%** strongly agree/agree that the *DDICM is useful for improving data-based decision making skills*
- **92%** strongly agree/agree that the *DDICM is aligned with current job responsibilities*

Student Outcomes: DIBELS 8th Edition

- Administered 3x/year (BOY, MOY, EOY)
- Designed to predict risk status in broad areas of reading
- Administered to all K-3 students across 48 participating classrooms

DDICM Implementation (Sample Items Reported)

- Screening data collected and analyzed
- Diagnostics used to group for Tier 2 & 3
- Tier 2 & 3 aligned to research and target skills
- Student progress and implementation fidelity monitored to inform intervention decisions

				Score
▶ cave /k/ /aɪ/ /v/	take /t/ /aɪ/ /k/	holes /h/ /oʊ/ /l/ /z/	wake /w/ /aɪ/ /k/	<input type="checkbox"/> 23
sidoo /sɪ/ /d/ /i/ /oʊ/ /z/	hoat /h/ /oʊ/ /t/	worlt /w/ /ɔː/ /l/ /t/	clak /k/ /l/ /t/	<input type="checkbox"/> 24
match /m/ /tʃ/ /tʃ/	tokt /t/ /oʊ/ /t/ /t/	wife /w/ /aɪ/ /f/	own /oʊ/ /n/	<input type="checkbox"/> 22
clock /k/ /l/ /oʊ/ /k/	bush /b/ /uː/ /ʃ/	goose /g/ /oʊ/ /s/	played /p/ /l/ /eɪ/ /d/	<input type="checkbox"/> 24
will /w/ /l/ /l/	stopped /s/ /t/ /oʊ/ /p/ /t/	bus /b/ /uː/ /s/	look /l/ /uː/ /k/	<input type="checkbox"/> 24
head /h/ /eɪ/ /d/	sheff /ʃ/ /eɪ/ /f/	like /l/ /aɪ/ /k/	near /n/ /aɪ/ /r/	<input type="checkbox"/> 23
Total:				

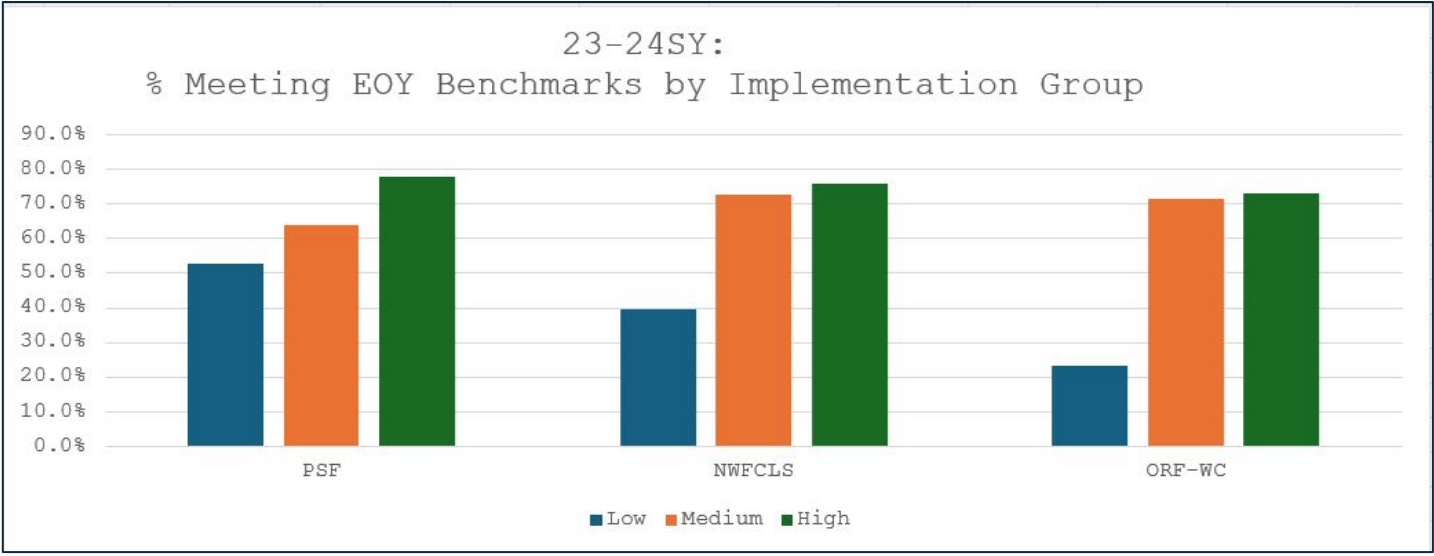
		CLS	WWR		
▶ sut	kiz	es	jaldos	<input type="checkbox"/> 214	<input type="checkbox"/> 150
lav	muk	vos	ijhep	<input type="checkbox"/> 214	<input type="checkbox"/> 150
jov	kul	jilt	leslaj	<input type="checkbox"/> 218	<input type="checkbox"/> 153
im	rov	vak	nelhus	<input type="checkbox"/> 214	<input type="checkbox"/> 150
ip	vuf	fes	handov	<input type="checkbox"/> 214	<input type="checkbox"/> 150
tof	yaj	lec	sijyuc	<input type="checkbox"/> 218	<input type="checkbox"/> 153
ffi	uz	wab	toz bep	<input type="checkbox"/> 214	<input type="checkbox"/> 150
sec	nez	vug	fakic	<input type="checkbox"/> 214	<input type="checkbox"/> 150
ruc	nav	jøj	kepjid	<input type="checkbox"/> 218	<input type="checkbox"/> 153
jil	ap	rez	fumdol	<input type="checkbox"/> 214	<input type="checkbox"/> 150
Total Correct Letter Sounds (CLS):					

Phonemic Awareness: Phoneme Segmentation Fluency

Phonics & Decoding: Nonsense Word Fluency

▶ How well this story fits me. Please do your best reading. Ready, begin:		Total words: _____
Errors (include skipped words) _____	Words correct _____	
Going to Market		
0 Four baskets were filled with fish. Now it was time to take them to	14	
14 the market. Ken helped his father load the baskets onto the family boat.	27	
27 Ken's family lived on a large island off the coast of Africa. They used the	40	
40 boat to sail to market.	47	
47 Ken jumped into the boat. His father pushed the old wood boat off	60	
60 the sand and into the clear blue water. After drifting in Ken's father	73	
73 lifted the big orange sail. The wind filled the cloth, pushing the boat out	87	
87 to sea. The trip would take about an hour, so Ken sat down in the front	100	
100 of the boat. There were other interesting plants and animals to see	113	
113 along the way. He did not want to miss any of them.	127	
127 Ken's father kept the boat close to the land. Ken could see clear	140	
140 white beaches lined with coconut trees. A big sea turtle came up for	153	
153 or near the boat. It went back under when the boat got closer. Before	167	
167 long Ken saw some dolphins. They raced beside the boat for several	180	
180 minutes. Looking back at the coast, Ken saw some monkeys. They were	193	
193 leaping from tree to tree.	207	
207 The trip seemed too short. Ken's father turned the boat to the shore	220	
220 and let the sail down. Ken heard the wood scrape on the sand. Now	234	
234 it was time to take the fish to the market. Ken hoped they would sell at	247	
247 their fish quickly. He wanted to sell in the boat again.	260	

Oral Reading Fluency



Predictors of Student Outcomes

Data Usage

- Use of diagnostic data
- Collection of progress monitoring data
- Collection of intervention fidelity data

Provision of Intervention

- Unique intervention usage
- Use of explicit skills instruction
- Modeling of concepts/skills
- Provision of guided practice
- Provision of performance feedback
- Provision of opportunities for independent practice

Predictors of Student Outcomes

Data Usage

- Use of diagnostic data → letter naming, phonics, word reading
- Collection of progress monitoring data → oral reading

Provision of Intervention

- Unique intervention usage → letter naming, phonics, word reading, oral reading
- Use of explicit skills instruction → letter naming, phoneme segmenting
- Provision of opportunities for independent practice → word reading

Next Steps/Future Directions

- Use technology to directly facilitate coaching actions
- Explore coached practices, how they are implemented, and what is required to lead to meaningful change
- Use data to continually refine protocols and supports



Resources

[Sample DDICM Coaching Protocol Training Directory:](#)

Asynchronous training modules on the DDICM coaching protocols.

[NJTSS-ER Website:](#) Implementation tools, online learning courses, and resources to support implementation of New Jersey Tiered System of Supports for Early Reading.



Thank You!



DDICM (Model Demonstration Project): ddicm_mail@gsapp.rutgers.edu

NJTSS-ER (SPDG): njtss-er@gsapp.rutgers.edu