

Supporting Secondary Teachers' Implementation of Evidence-Based Literacy Practices Using an Adaptive Intervention Coaching Model

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SPDG Connection Call

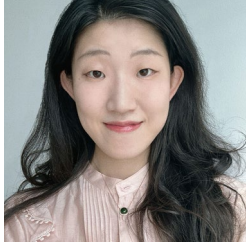
April 3, 2025



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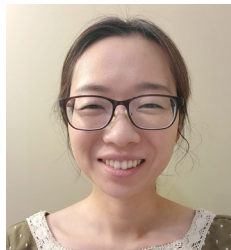


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[WHAT IS AIM COACHING?](#)

[MEET THE TEAM](#)

[RESOURCES](#)

[PROJECTS FUNDED](#)



Today's Road Map

Agenda

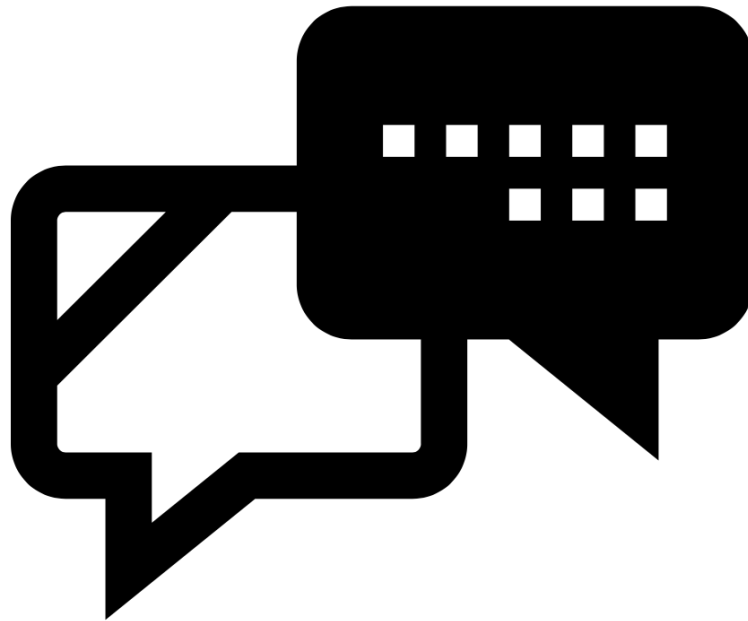
- Introduction
- Overview of the AIM Coaching Model
- Findings
- Barriers/Solutions and Lessons Learned
- Q&A

Attendees will

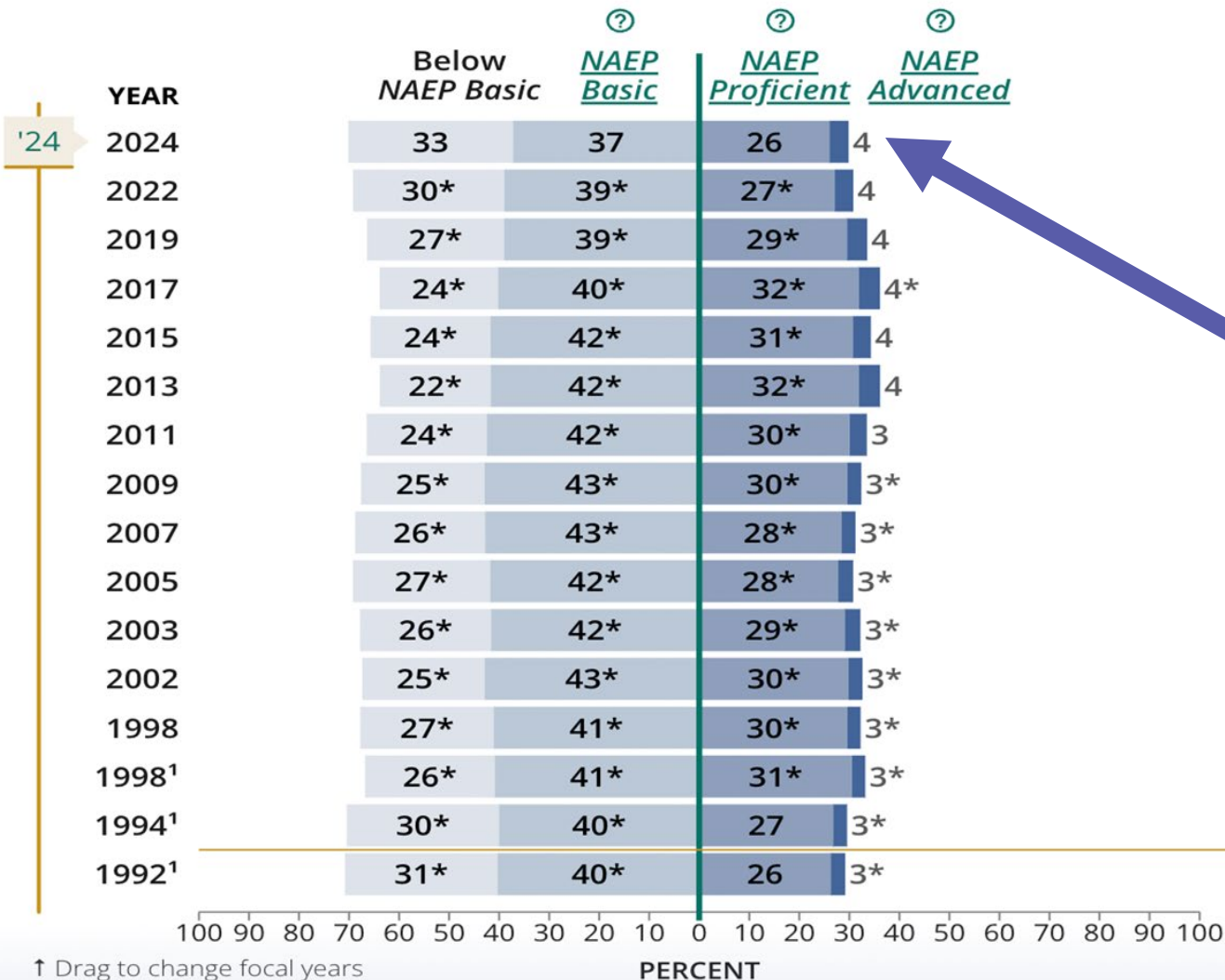
- Learn about AIM Coaching paired with literacy practices, PACT Plus
- Gain insight into how a coaching intervention model aids in school-wide implementation of a literacy intervention at the secondary level
- Learn about real world application and customization

Temperature Check

In the chat, post a word, phrase, or question that captures/addresses something about the 'state of instructional coaching at the secondary level' in the LEAs in your state.



Many Middle School Students Struggle with Reading



NAEP Proficient

- locate information
- identify main idea
- identify order of events
- make simple inferences
- identify one or both sides of an argument in informational text
- interpret meaning of a word as it is used in text

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



1

Science



1

Social Studies



1

ELA



IES Recommendations Based on Strong or Moderate Scientific Evidence

Provide explicit vocabulary instruction.

Strong

Provide explicit comprehension strategy instruction

Strong

Provide opportunities for extended discussion of text meaning and interpretation

Moderate

Increase student motivation and engagement in literacy learning.

Moderate

Make available intensive interventions for struggling readers.

Strong

Explicit Instruction

Opportunities to Respond and Practice

Corrective Feedback

Activity–Handout (HO) 1 pages 1 and 2

Think about the LEAs you support.

Directions:

- Read through each IES recommendation
- Rate the average teacher at LEAs in your state or at a particular campus.
 - In each box, put a 3 if in general the teachers are very good at this practice, a 2 if they're okay at it, and a 1 if they need to work on it.

We're not sharing our answers with one another, so be honest with yourself. I'll give you a couple of minutes to finish the activity.

PACT Plus Instructional Practices

Comprehension
Canopy
5 minutes

- Introduce topic with motivational springboard
- Provide necessary background information

Essential Words
5 minutes

- Select 1 word essential to understanding text
- Use a routine to teach the essential word

Critical Reading
30 minutes

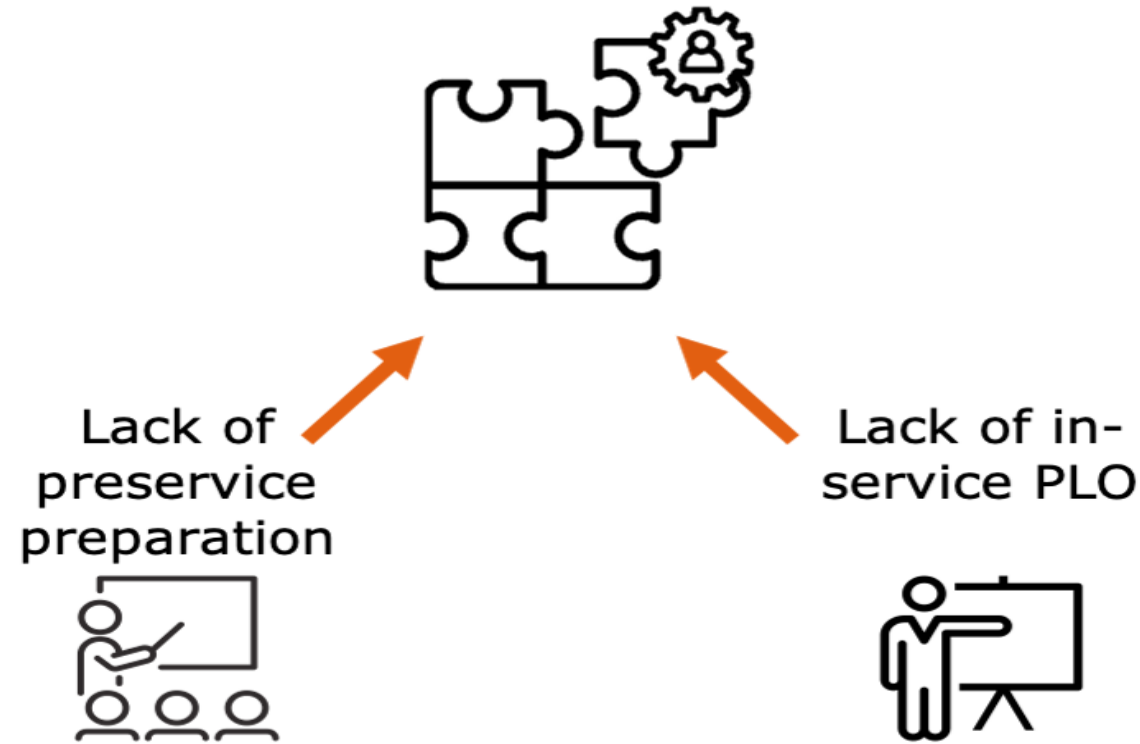
- Introduce purpose for reading
- Facilitate text based discussion with Get the Gist or comprehension questions
- Discuss culminating question

Indicate which IES recommendation aligns with PACT Plus (select all that apply):

- Provide explicit vocabulary instruction
- Provide explicit comprehension strategy instruction
- Provide opportunities for extended discussion of text meaning and interpretation
- Increase student motivation and engagement in literacy learning
- Make available intensive interventions for struggling readers

But We Have a Research to Practice Gap

Research to Practice Gap



Identifying a Need

Teachers need ongoing PLO



- Lack of coaches
- Stretched thin
- Lack of guidance



Coaching model that:

- tailors activities to teachers' needs
- maximizes coaching time
- allows for customization of the model

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

Year 1
Multi-Survey Study

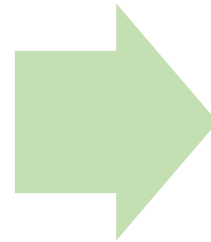
Year 2
Design & Pilot
Testing

Year 3
Pilot RCT

Year 4
Sustainability

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

What is an adaptive intervention? (cont.)

****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*

How is AIM Coaching Unique?

Data-Based

- Use teachers' skill and will data to guide coaching decisions

Systematic

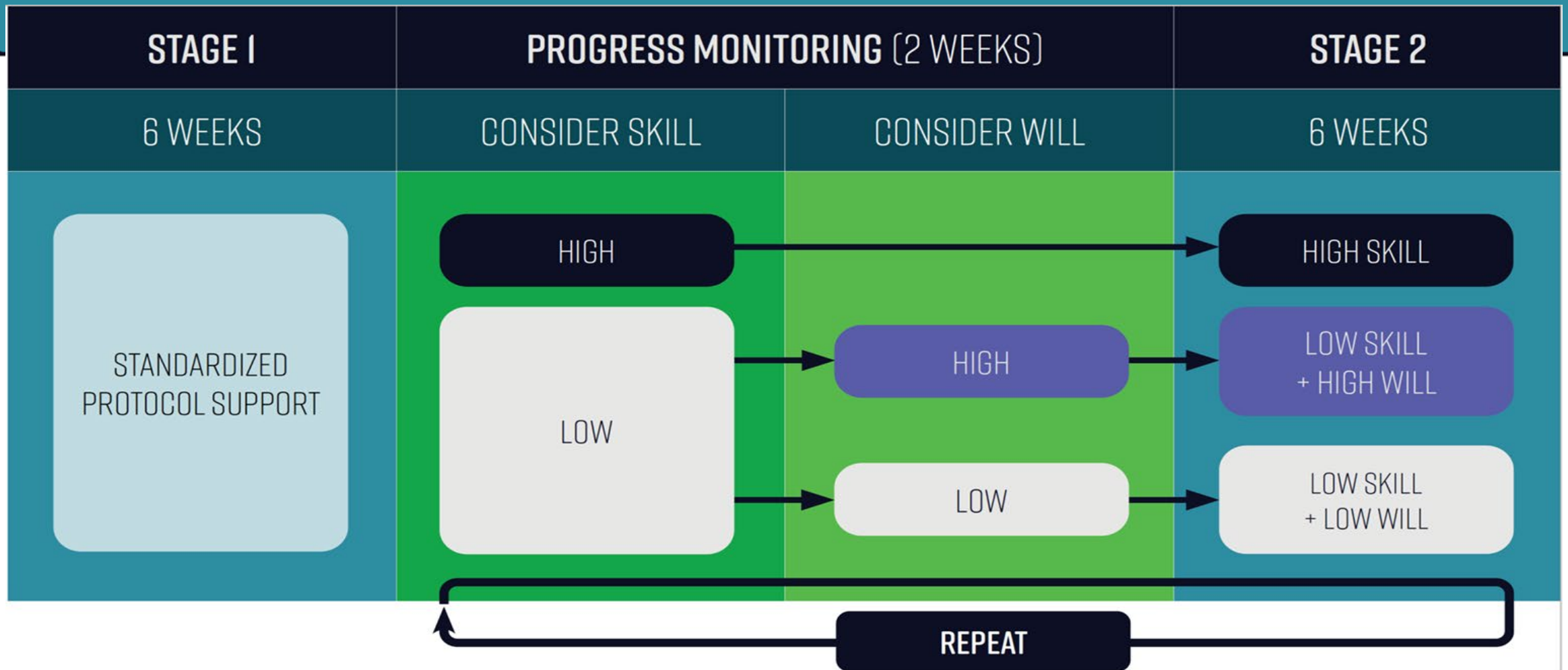
- Follow structures guidelines to differentiate support

Efficient

- Less support for some = more time for others

The AIM Coaching Model

AIM Coaching Model



Stage 1



1 Plan

1 Support

1 Reflect

2 Check-Ins

Collaborative
Effort

Fidelity

Stage 1 Log

Teacher Name: _____

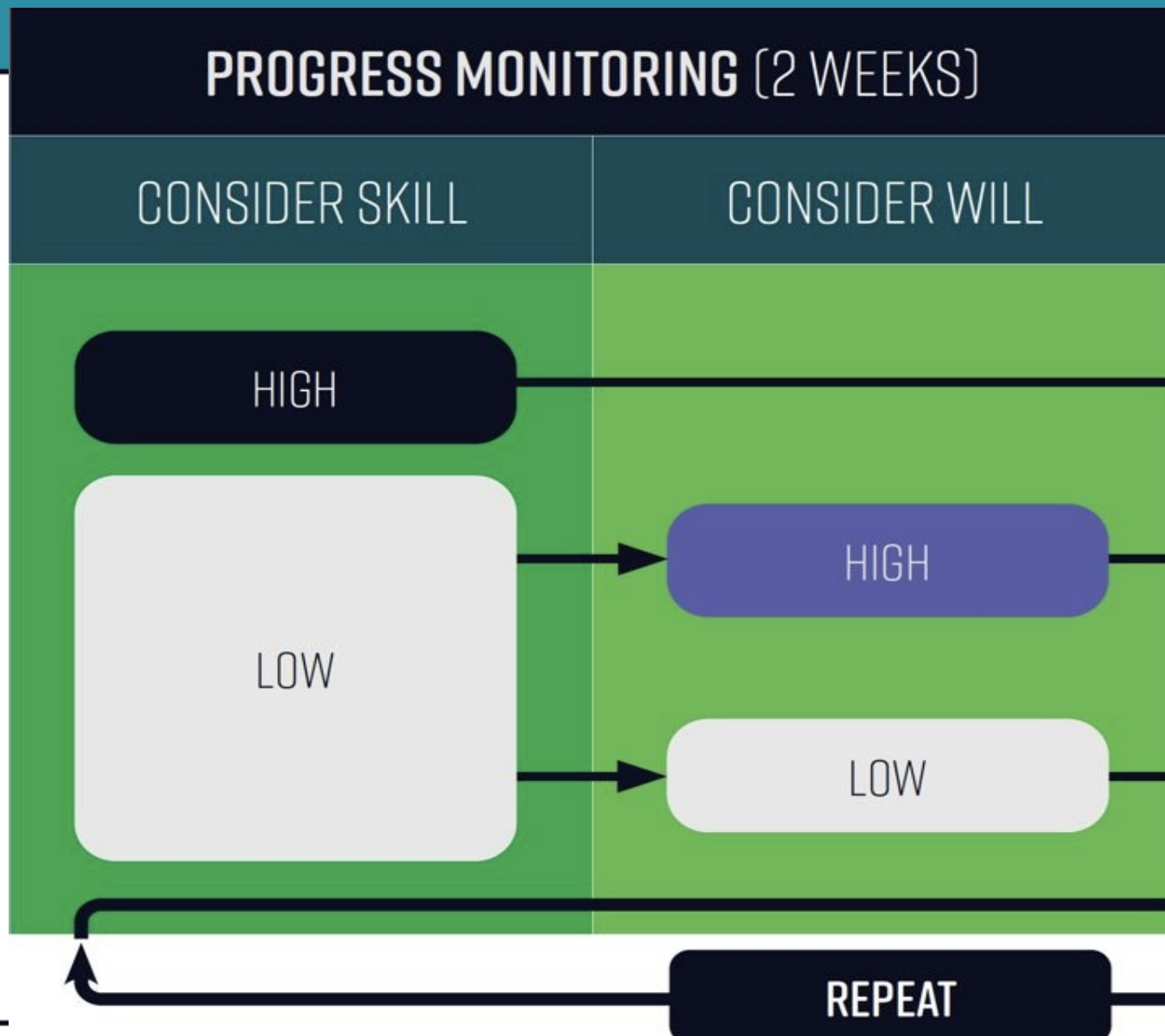
Stage 1 Log

COACHING ACTIVITIES	NOTES
<input type="checkbox"/> Plan – Date: _____ <ul style="list-style-type: none"><input type="checkbox"/> Review goals<input type="checkbox"/> Review student data<input type="checkbox"/> Choose materials<input type="checkbox"/> Plan lessons<input type="checkbox"/> Practice<input type="checkbox"/> Review criteria for success<input type="checkbox"/> Determine coach role	
<input type="checkbox"/> Support – Date: _____ <ul style="list-style-type: none"><input type="checkbox"/> Model<input type="checkbox"/> Co-teach<input type="checkbox"/> Assist	
<input type="checkbox"/> Reflect – Date: _____ <ul style="list-style-type: none"><input type="checkbox"/> Discuss feedback<input type="checkbox"/> Review student data<input type="checkbox"/> Problem solve<input type="checkbox"/> Set goals	
<input type="checkbox"/> Check-In #1 – Date: _____ <ul style="list-style-type: none"><input type="checkbox"/> Praise<input type="checkbox"/> Follow-up feedback<input type="checkbox"/> Help or support (e.g., resource)	
<input type="checkbox"/> Check-In #2 – Date: _____ <ul style="list-style-type: none"><input type="checkbox"/> Praise<input type="checkbox"/> Follow-up feedback<input type="checkbox"/> Help or support (e.g., resource)	

Stage 1 Log

WEEKLY COLLABORATIVE EFFORT RATINGS						
STAGE I WEEKS	RATING					NOTES
Week 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> N/A (explain)	
Week 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> N/A (explain)	
Week 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> N/A (explain)	
Week 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> N/A (explain)	
Week 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> N/A (explain)	
Week 6	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> N/A (explain)	

Progress Monitoring Stage



Progress Monitoring Stage Details

Week 1: Synthesizing Data

Week 2: Organizing Activities

Step 1: Consider skill

Step 2: Consider will

Step 3: Determine teachers' support levels

Step 1: Consider Skill (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
			<input type="checkbox"/> 3.5-4.0 (high) <input type="checkbox"/> ≤ 3.4 (low)			<input type="checkbox"/> 2.5-4.0 (high) <input type="checkbox"/> ≤ 2.4 (low)	<input type="checkbox"/> HS <input type="checkbox"/> LS + HW <input type="checkbox"/> LS + LW
			<input type="checkbox"/> 3.5-4.0 (high) <input type="checkbox"/> ≤ 3.4 (low)			<input type="checkbox"/> 2.5-4.0 (high) <input type="checkbox"/> ≤ 2.4 (low)	<input type="checkbox"/> HS <input type="checkbox"/> LS + HW <input type="checkbox"/> LS + LW
			<input type="checkbox"/> 3.5-4.0 (high) <input type="checkbox"/> ≤ 3.4 (low)			<input type="checkbox"/> 2.5-4.0 (high) <input type="checkbox"/> ≤ 2.4 (low)	<input type="checkbox"/> HS <input type="checkbox"/> LS + HW <input type="checkbox"/> LS + LW
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Step 2: Consider Will (cont'd)

HO8

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
			<input type="checkbox"/> 3.5-4.0 (high) <input type="checkbox"/> ≤ 3.4 (low)			<input type="checkbox"/> 2.5-4.0 (high) <input type="checkbox"/> ≤ 2.4 (low)	<input type="checkbox"/> HS <input type="checkbox"/> LS + HW <input type="checkbox"/> LS + LW
			<input type="checkbox"/> 3.5-4.0 (high) <input type="checkbox"/> ≤ 3.4 (low)			<input type="checkbox"/> 2.5-4.0 (high) <input type="checkbox"/> ≤ 2.4 (low)	<input type="checkbox"/> HS <input type="checkbox"/> LS + HW <input type="checkbox"/> LS + LW
			<input type="checkbox"/> 3.5-4.0 (high) <input type="checkbox"/> ≤ 3.4 (low)			<input type="checkbox"/> 2.5-4.0 (high) <input type="checkbox"/> ≤ 2.4 (low)	<input type="checkbox"/> HS <input type="checkbox"/> LS + HW <input type="checkbox"/> LS + LW
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Step 3: Determine Teachers' Support Levels (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
			<input type="checkbox"/> 3.5-4.0 (high) <input type="checkbox"/> ≤ 3.4 (low)			<input type="checkbox"/> 2.5-4.0 (high) <input type="checkbox"/> ≤ 2.4 (low)	<input type="checkbox"/> HS <input type="checkbox"/> LS + HW <input type="checkbox"/> LS + LW
			<input type="checkbox"/> 3.5-4.0 (high) <input type="checkbox"/> ≤ 3.4 (low)			<input type="checkbox"/> 2.5-4.0 (high) <input type="checkbox"/> ≤ 2.4 (low)	<input type="checkbox"/> HS <input type="checkbox"/> LS + HW <input type="checkbox"/> LS + LW
			<input type="checkbox"/> 3.5-4.0 (high) <input type="checkbox"/> ≤ 3.4 (low)			<input type="checkbox"/> 2.5-4.0 (high) <input type="checkbox"/> ≤ 2.4 (low)	<input type="checkbox"/> HS <input type="checkbox"/> LS + HW <input type="checkbox"/> LS + LW
			<input type="checkbox"/> 3.5-4.0 (high) <input type="checkbox"/> ≤ 3.4 (low)			<input type="checkbox"/> 2.5-4.0 (high) <input type="checkbox"/> ≤ 2.4 (low)	<input type="checkbox"/> HS <input type="checkbox"/> LS + HW <input type="checkbox"/> LS + LW
			<input type="checkbox"/> 3.5-4.0 (high) <input type="checkbox"/> ≤ 3.4 (low)			<input type="checkbox"/> 2.5-4.0 (high) <input type="checkbox"/> ≤ 2.4 (low)	<input type="checkbox"/> HS <input type="checkbox"/> LS + HW <input type="checkbox"/> LS + LW
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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

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 Plus
- AIM Coaching
- School support

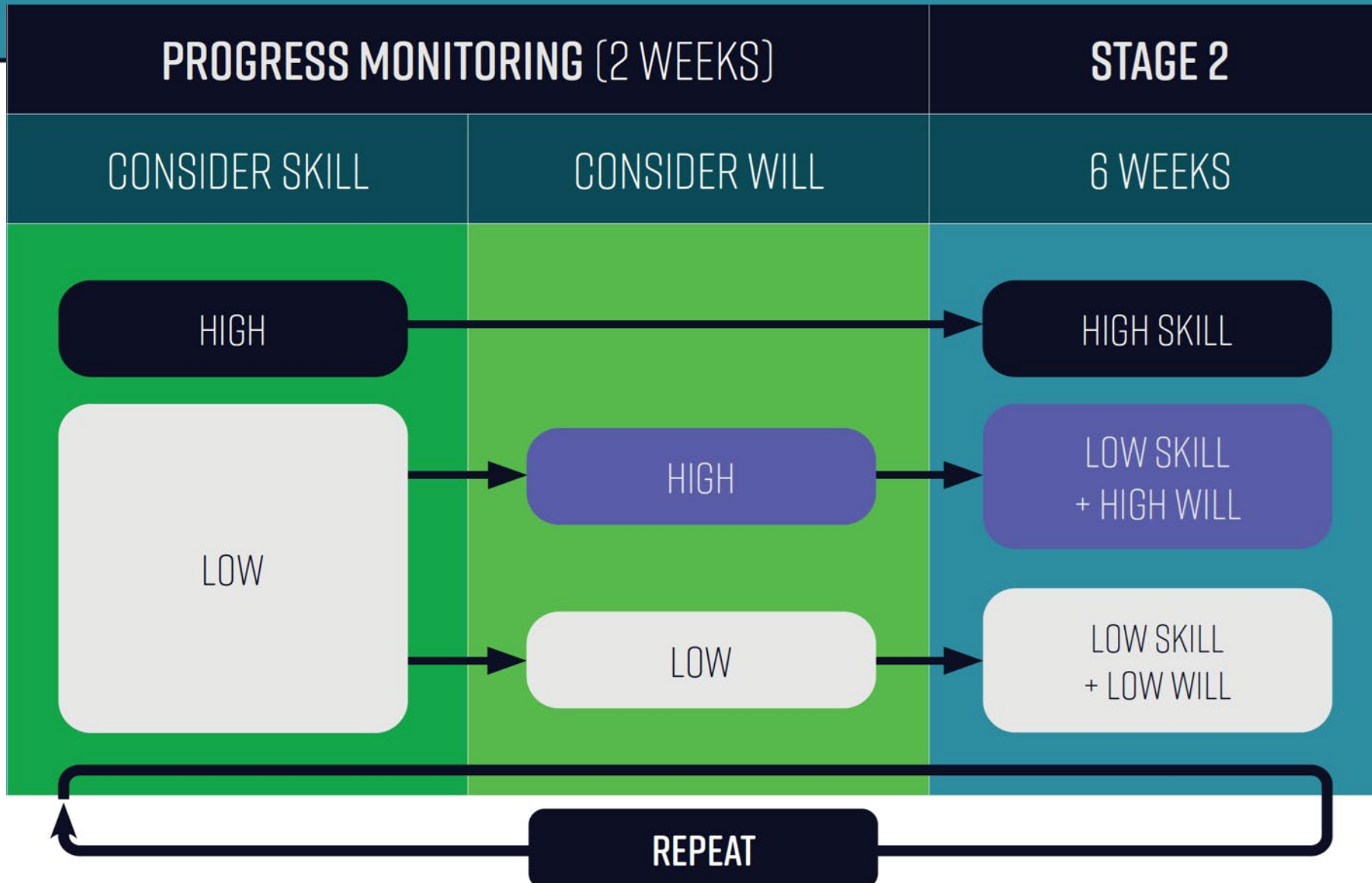
Teacher Name: _____

Date: _____

<u>Diagnostic Coaching Tool</u>					
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.

Stage 2



Step 1: Select Stage 2 Activities

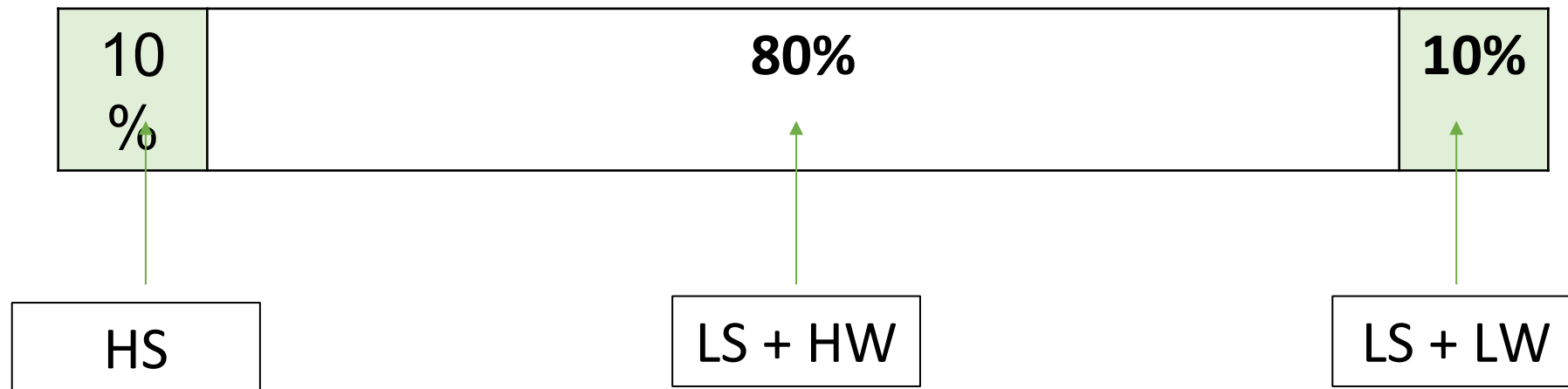
High Skill	Low Skill + High Will	Low Skill + Low Will
Leading Professional Learning Communities Video Self-Reflection	Increased Dosage OR Stage 1 Plus 1, including: <ul style="list-style-type: none">• Peer Observations• Professional Learning Communities• Video Reflection	Peer-Based Interventions <ul style="list-style-type: none">• Peer Observations• Professional Learning Communities BONUS: Professional Spotlighting <ul style="list-style-type: none">• Public Praise• Mini-Leadership Opportunities

Step 1: Select Stage 2 Activities (cont'd)

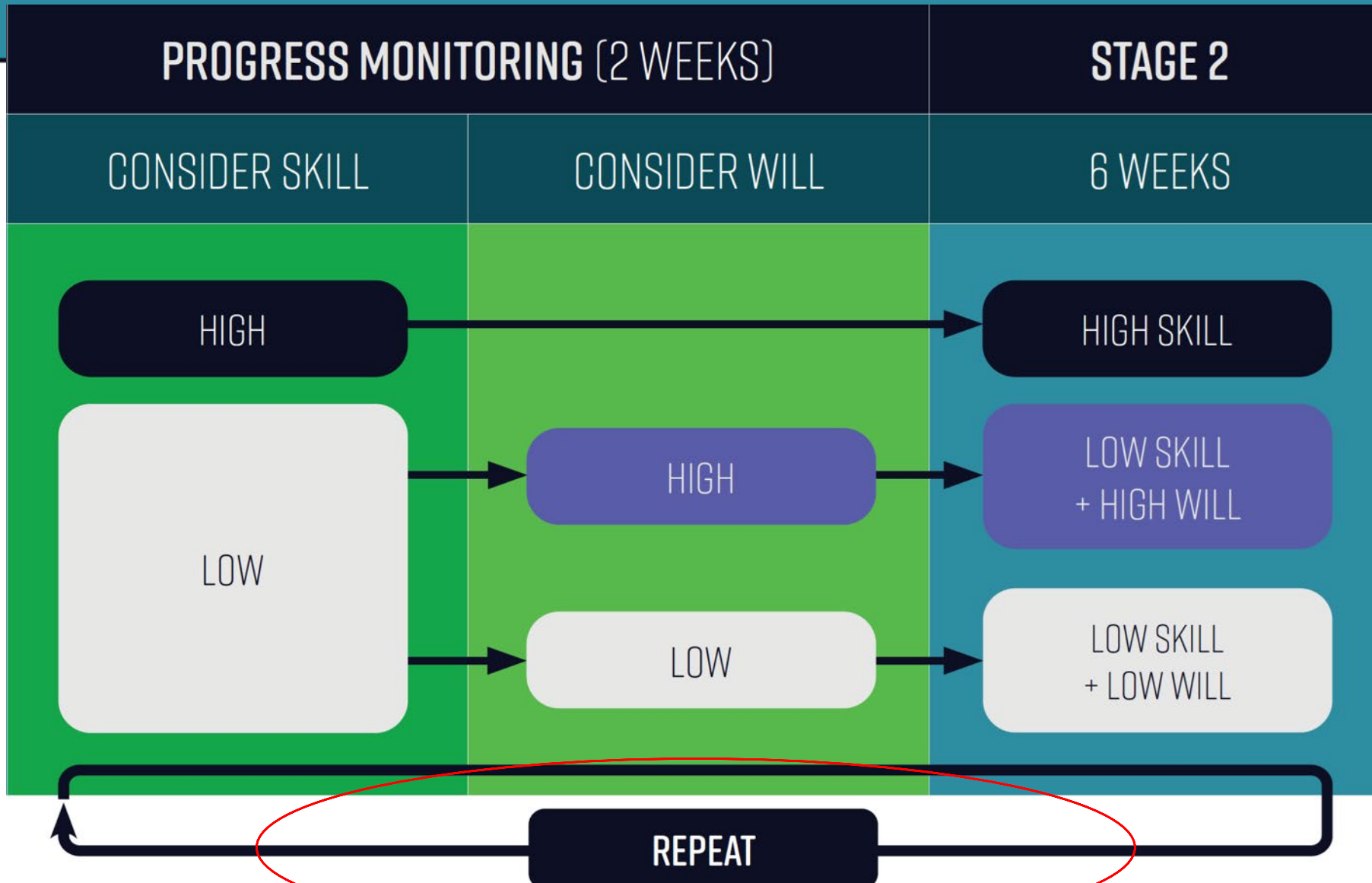
Select 1-2 activities per teacher

Prioritize activities for teachers with Low Skill + High Will

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



Stage 2



AIM Coaching Manual



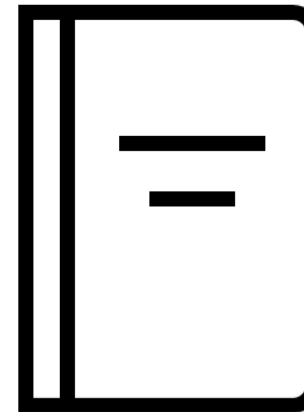
Manual for Instructional Coaches

Also visit www.aimcoaching.org

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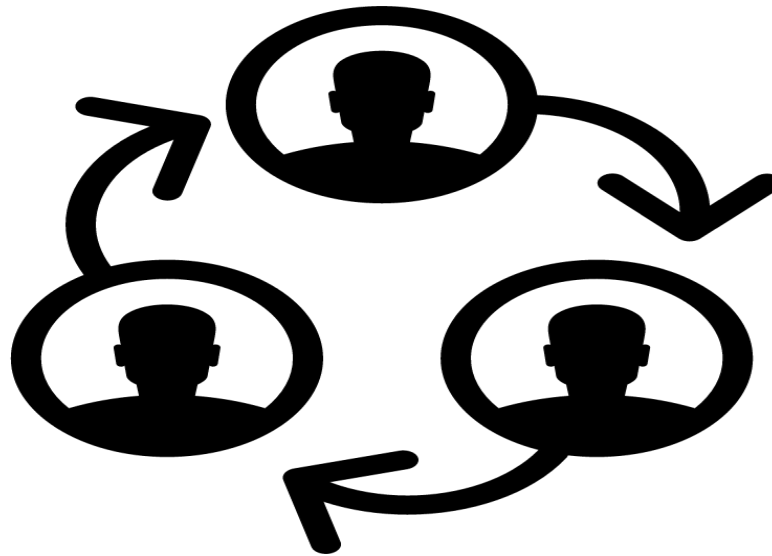


A Customizable Model

- While we provide coaches with guidance about essential intervention activities inherent to the AIM Coaching Model (e.g., Stage 1 plan-support-reflect sequence), we also know that prioritizing “practices and programs with clearly identified components that are empirically validated yet designed flexibly to match various contexts and student populations” (Harn et al., 2013, p. 181) is key to ensuring successful implementation.
 - *Allow coaches to override avg. fidelity and collaborative effort scores when they have relevant anecdotal information about a teacher.*
 - *Coaches are allowed a menu of activities for Stage 2.*

Think & Share

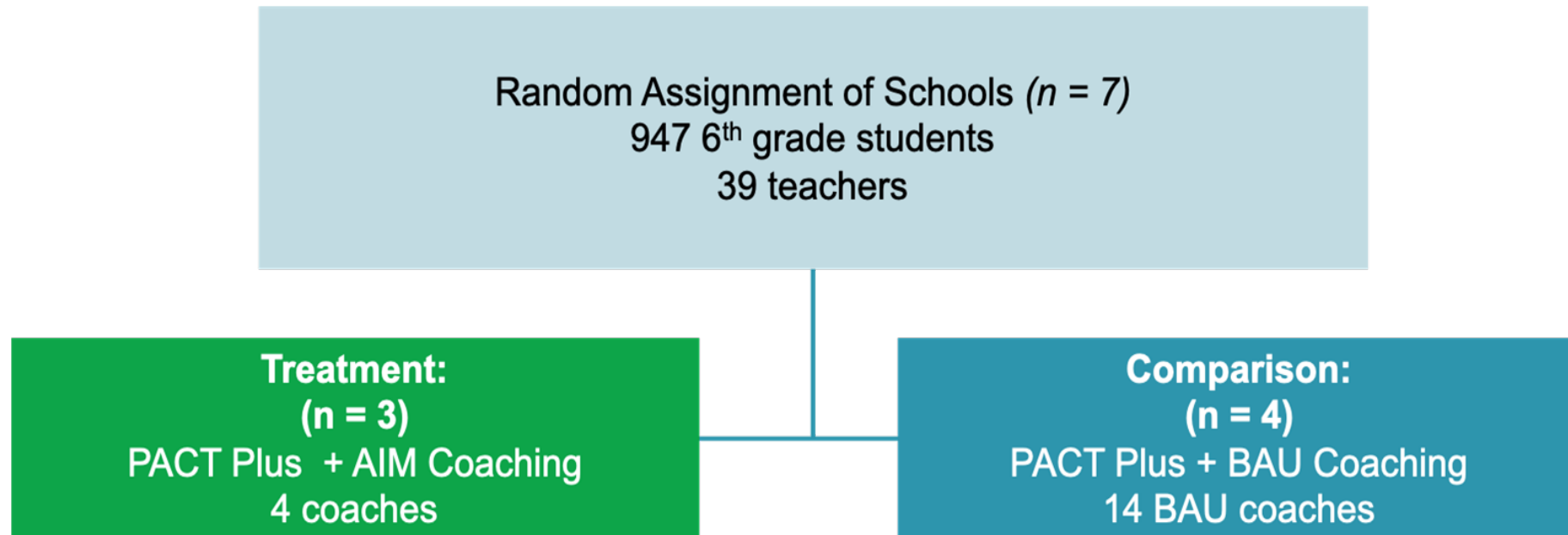
- Use the chat feature to indicate your initial thought about coaching teachers using data-based decision making and specifically based on teachers' levels of 'skill' and 'will'.
- *Note: Coaches do not typically use skill and will language with their teachers. Instead, they use more appropriate teacher-facing language.*



Findings

AIM Coaching Pilot Study (IES)

- School-level randomization to allow for model implementation
- Focused on **feasibility, teacher outcomes, and student outcomes**



PACT Plus Fidelity

AIM
Coaching*



BAU

**IES Pilot
Study:
Teacher
Outcomes**

Content Area Lit Instruction Self Efficacy

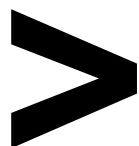
AIM
Coaching



BAU

**Content Area Lit Instruction Collective
Efficacy**

AIM
Coaching



BAU



**IES Pilot Study:
Student Outcomes**

Full Sample: Distal RC

AIM Coaching > BAU

Full Sample: Proximal RC

AIM Coaching < BAU

Struggling Reader Sample: Distal RC

AIM Coaching > BAU

Struggling Reader Sample: Proximal RC

AIM Coaching > BAU



AIM Package Model Demonstration (OSEP)

Intensive

Responsive

Sustainability



**OSEP
Model
Demo:
Coach and
Teacher
Outcomes**

AIM Coaching Fidelity

Moderate-
High

PACT Plus Fidelity

Moderate

**OSEP
Model
Demo:
Student
Outcomes**

Full Sample: Distal RC

AIM
Package* $g = 0.39$

Full Sample: Proximal RC

AIM
Package* $g = 0.37$

Struggling Reader Sample: Distal RC

AIM
Package* $g = 0.70$

Struggling Reader Sample: Proximal RC

AIM
Package* $g = 0.49$

Student Outcomes

Full Sample: CALSEM

AIM
Package*

$g = 0.04$

Struggling Reader Sample: CALSEM

AIM
Package*

$g = 0.47$

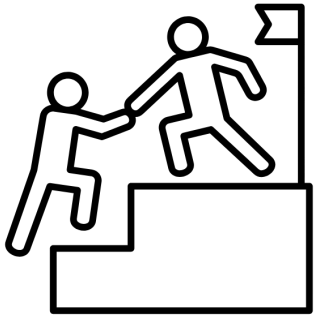
Barriers/Solutions & Lessons Learned

While buy-in is necessary from all involved, whose active engagement and support was critical to the success of AIM Coaching?

Select one below:

- Students
- Teachers
- Instructional Coaches
- Campus administrators

Coach-Level



Barriers:

- Lack of coaches in middle schools
- Coaching across content-areas is hard
- Some coaches lacked literacy knowledge
- Tracking fidelity in a customizable model

Solutions:

- Allowed for a team of coaches
- Coaching PLC sessions supporting customizable coaching model
- Reinforced with online modules
- Collected once a month dosage surveys and logs to capture adherence data; quality data is a real puzzle considering how expensive it can be

Q&A

Use the chat feature or come off mute to ask a question.

Thank you