



EVIDENCE FOR THE iCOACH COACHING MODEL

Instructional coaching is a problem solving, interpersonal process aimed at enhancing educators' instructional and classroom management practices to maximize achievement for all students. Instructional coaching improves school-wide effectiveness through support for both individual teachers and data-based professional learning communities. Student outcomes are improved via improved school practices.

iCoach provides theory-driven, research-based professional development trainings, assessments, and technology tools designed to facilitate coaching that can improve a wide range of educational practices. iCoach trainings and assessments are job-embedded and designed to develop knowledge and application of effective coaching actions and outcomes in the delivery of instruction and behavior management strategies, while facilitating the development of responsive learning communities.

The iCoach coaching model consists of three inter-dependent phases (Goal Formulation > Implementation Support> Intervention Evaluation) that feature six key coaching actions (Identifying Needs & Resources, Setting Goals, Designing Implementation Plans, Modeling Implementation Steps, Providing Performance Feedback, and Evaluating Implementation and Goal Attainment). Components of the model have been evaluated and found to be effective via rigorous research supported by four large-scale U.S. Department of Education and Foundation Grants supporting their impact on improving educator and student outcomes. The coaching model is currently used in school districts and charter schools in several U.S. states.

Four key studies summarized below provide substantial evidence to support the effectiveness of the iCoach coaching model. Specifically, the model has been tested in multiple educational contexts and settings and found to improve instructional and behavioral management practices that maximize educators' effectiveness in bolstering student achievement, reading, academic engagement and social behavior.



Study 1: Coaching to Improve Early Reading

In an eight state randomized controlled trial funded by the U.S. Department of Education with 206 K-3 grade classroom teachers and 184 reading interventionists from 61 schools (Grant Award# R305C090022) Glover, Ihlo, and Shapiro examined the effects of workshop-based professional development with regular coaching for data-driven reading interventions on classroom practices and reading outcomes for 1,719 students at risk for and with significant reading difficulties. Coaching took place monthly throughout the school year. It focused on a process whereby coaches worked with classroom teachers and interventionists to (a) analyze screening data of students' early reading performance relative to performance benchmarks; (b) identify potential mechanisms responsible for this performance; (c) develop skill-specific reading goals; (d) select reading group-based interventions to achieve the goals; and (e) monitor students' progress toward goal attainment and the need for changes in intervention planning. Coaching also focused on providing small group reading interventions using a toolkit of published, research-based interventions. Coaches modeled instruction, provided feedback, and facilitated practice during instructional delivery. They observed intervention implementation for key attributes, provided feedback about adherence to intervention steps, and provided support in identifying students' responsiveness and progress.

Published reports of this study (e.g., Glover, 2016, 2017) substantiated that, relative to controls:

- ✓ Teachers and interventionists who received modeling, opportunities for practice, and ongoing feedback had statistically significant increases greater than controls in their self-efficacy, knowledge) and application of data-based decision making.
- ✓ Students in coached teachers' classrooms outperformed control students on measures of kindergarten and first-grade alphabetic principal and phonics and second- and third-grade oral reading fluency. Students in coached teachers' classrooms also exhibited higher end-of-year performance on letter/word identification and word attack.
- ✓ High levels of coaching fidelity and teacher acceptability of coaching were found.

Thus, the overall findings indicated that professional development with coaching was an effective approach for promoting early prevention of student reading problems.



Study 2: Coaching to Improve School-Based Behavioral Supports

In another study funded by the U.S. Department of Education (Grant Award# R305F050284), Sheridan and Glover evaluated a similar data-driven consultation approach known as conjoint behavioral consultation (CBC). CBC was used to support 207 K-3 students from 82 classrooms with disruptive classroom behaviors with or at risk for Serious Emotional Disturbance (SED). Eight weeks of support were provided to each student's classroom teacher and parents in identifying the student's behavioral needs and implementing behavioral strategies from a toolkit of research-based behavioral interventions. Support was provided to the teacher and parents together as partners in (a) identifying students' needs (b) determining the function of target student behaviors, (c) developing a plan utilizing strategies from a behavioral intervention toolkit, (d) implementing strategies with fidelity, and (e) evaluating plan implementing and student progress to determine the need for intervention changes.

Results from this study demonstrated the efficacy of this data-driven consultation approach (Sheridan, Bovaird, Glover, Garbacz, Witte, & Kwon, 2012). Specifically, relative to the control group,

- ✓ Students in the CBC condition exhibited greater positive changes in adaptive behaviors and social skills, as measured at school.
- ✓ Teachers in the CBC condition reported greater increases in positive relationships with parents.
- ✓ Parent-teacher relationships were found to mediate the effects of CBC on adaptive and social skills.

Study 3: Coaching to Improve Classroom Behavioral Management Practices

Reddy and colleagues evaluated the impact of brief coaching on classroom practices. In a multi-state randomized controlled trial funded by the U.S. Department of Education (Grant Award# R305A08033), 89 elementary school teachers, stratified by grade level, were randomly assigned to immediate coaching (i.e., 4-sessions; 30 minutes each; 2 hours total) or waitlist control. Coaching targeted class-wide instructional and behavioral management practices as measured by the Classroom Strategies Assessment System (CSAS, Reddy & Dudek, 2014). Coaching included identification of teacher practice needs and goals, design of implementation plans, modeling, practice and provision of visual performance feedback.



Results from this study (Reddy, Dudek & Lekwa, 2017) indicated relative to waitlist controls that:

- ✓ Teachers who received coaching demonstrated statistically significant greater improvements in observed behavior management practices.
- ✓ Teachers who received coaching also self-reported greater improvements in instructional and behavioral management practices.
- ✓ High levels of coaching fidelity and teacher acceptability of coaching were achieved.

Study 4: Coaching to Improve Classroom Instructional and Behavior Management Practices and Student Behavior

Reddy and Shernoff are currently conducting a three-cohort randomized controlled trial (funded by the Brady Education Foundation) in urban, high poverty elementary schools. Coaching focused on class-wide instructional and behavioral management practices as measured by the CSAS (Reddy & Dudek, 2014). Coaching involved eight 30-minute sessions (4 hours total), and focuses on the identification of teacher/student needs and goals, design of implementation plans, modeling, practice and provision of visual performance feedback via use of an on-line scoring and reporting system.

Preliminary Cohort 1 (48 K-5 teachers and 1,220 students) results are promising with respect to the effects of Classroom Strategies Coaching (CSC) on teacher practice and student behavioral outcomes. Specifically, relative to the waitlist controls,

- ✓ Teachers who received coaching demonstrated greater improvements in independently observed instructional practices and behavior management practices at post-intervention.
- ✓ Students of coached teachers demonstrated greater improvements in independently observed academic engagement and teacher rated social emotional strengths at post-intervention.
- ✓ CSC teachers reported greater gains in emotional support, instrumental support, and reductions in stress than controls.
- ✓ High levels of coaching fidelity and teacher acceptability of coaching were achieved.



iCOACH PROCESS FACILITATOR

The iCoach Process Facilitator is an interactive online tool that guides, manages and verifies coaching actions and outcomes. The Process Facilitator enhances collaboration between coaches and teachers in identifying data-based instructional and classroom management needs, establishing goals, and developing, implementing, and monitoring plans of actions for improving teacher and student performance.

The Process Facilitator provides an evidence-based process to effectively guide and manage the coaching process. The Process Facilitator enable coaches to use iCoach products and/or imported data from other assessments or intervention tools to foster positive coaching interaction between coaches and teachers or support teams.

Core Objectives:

- Manage the coaching process
- Increase the use of data-based decisions to maximize teacher practices that result in improved student outcomes
- Increase the application of research-based instruction and behavioral management practices
- Improve accountability

Core Functions:

- Facilitates a defined coaching process
- Promotes collaboration among coaches and individual teachers or school team members
- Uses data to drive decisions and actions for individuals, small groups, classrooms, grade-levels, and schoolwide improvements
- Formalizes data-based goals
- Creates plans of action
- Monitors plan and strategy implementation and progress toward goals
- Provides feedback to improve the delivery of action plans
- Tracks and provides navigation among coaching cases
- Enables monitoring of coaching goals, plans, and progress to promote accountability
- Manages coaching data
- Generates reports for documenting the coaching progress and effectiveness (e.g., school district reports, individual coach reports)



iCOACH PERFORMANCE MONITOR

The iCoach Performance Monitor provides a comprehensive suite of **4 online assessments and feedback reports** to support the formative and summative evaluation and development of instructional coaching talent. These assessments are specifically designed to: (a) identify a coach's relative strengths and areas for development; (b) provide feedback to support a coach's development of competencies over time; and (c) assess the overall effectiveness of a coach.

The iCoach Performance Monitor offers data management and integrated, on-demand, data-based feedback from the iCoach Assessments to support continuous improvement. Aggregate reporting and graphic performance feedback are customizable for three levels: school district, school and individual coaches. Feedback reports provide a summary of the assessment results organized around six guiding questions:

- Who evaluated me and what evidence did they use to determine my effectiveness?
- What were my overall coaching effectiveness ratings?
- Which specific coaching skills were identified as strengths and which skills could be for improved?
- How were my coaching interaction characteristics perceived?
- Which characteristics were considered in need of improvement?
- How was my observed coaching performance evaluated?

iCoach Performance Monitoring Rubrics (PMRs)

These scales are completed by the coach and teacher served by the coach to formatively assess coaching effectiveness within three phases of coaching (i.e., formulating goals, designing and implementing plans, and evaluating the delivery of plans and progress towards goals). The PMRs include a five-level rubric of effectiveness (Ineffective to Exceptionally Effective) that briefly assesses the effectiveness of coaching on Instruction, Behavior Management and Responsive Learning Communities Feedback Reports.



iCoach Rating Scales (RSs)

These scales are completed by a coach, teachers served by the coach, and the coach's supervisor to evaluate 30 items pertaining to the 6 key skill-focused actions within each of the 3 key outcome areas. All ratings are based on documented evidence from recent coaching interactions. Scores within each outcome area, based on a 5-point Effectiveness rating scale (Ineffective to Exceptionally Effective), are transformed to Total Scale scores and Subscales of Goal Formulation Skills, Implementation Support Skills, and Evaluation Skills. Scores provided for the cluster of items representing six coaching actions can also be used to guide improvement.

iCoach Interaction Style Scales (ISSs)

These scales are completed by a coach, teachers served by the coach, and the coach's supervisor to evaluate key interpersonal coaching characteristics that can support or hinder collaboration. The scale contains 28 items that factor into subscales of Positive and Negative Coaching Characteristics. Each item is rated on two dimensions: Prevalence (rated on a 5-point scale from Not Prevalent to Highly Prevalent) and Need for Improvement. The scale yields standard scores for both Positive Coaching Characteristics and Negative Coaching Characteristics subscales and endorsed items needing Improvement.

iCoach Observation Record (OR)

This observation tool is a multi-component, evidence-based rubric for assessing coaching behaviors based on key sources of evidence pertaining to the six key coaching actions. It is used by supervisors to evaluate coaches and make recommendations for coaching improvements. Supervisors read quality indicator statements provided within a 5-level rubric to determine which level best describes current effectiveness (Ineffective to Exceptionally Effective) of each of six coaching actions.



Key References for Supporting Research

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Our Team

We are comprised of university faculty and practitioners with extensive expertise in research-based practices, teacher professional development, student instruction and behavior management, educational assessment, and data-driven school improvement. Included in the team are Drs. Linda Reddy (Rutgers University, Professor), Todd Glover (Rutgers University, Associate Professor), Stephen Elliott (Arizona State University, Mickelson Foundation Professor), and Alexander Kurz (Arizona State University, Assistant Professor). Collectively, the team has over 85 years of experiencing working with school personnel to improve school leader, educator and student learning.

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