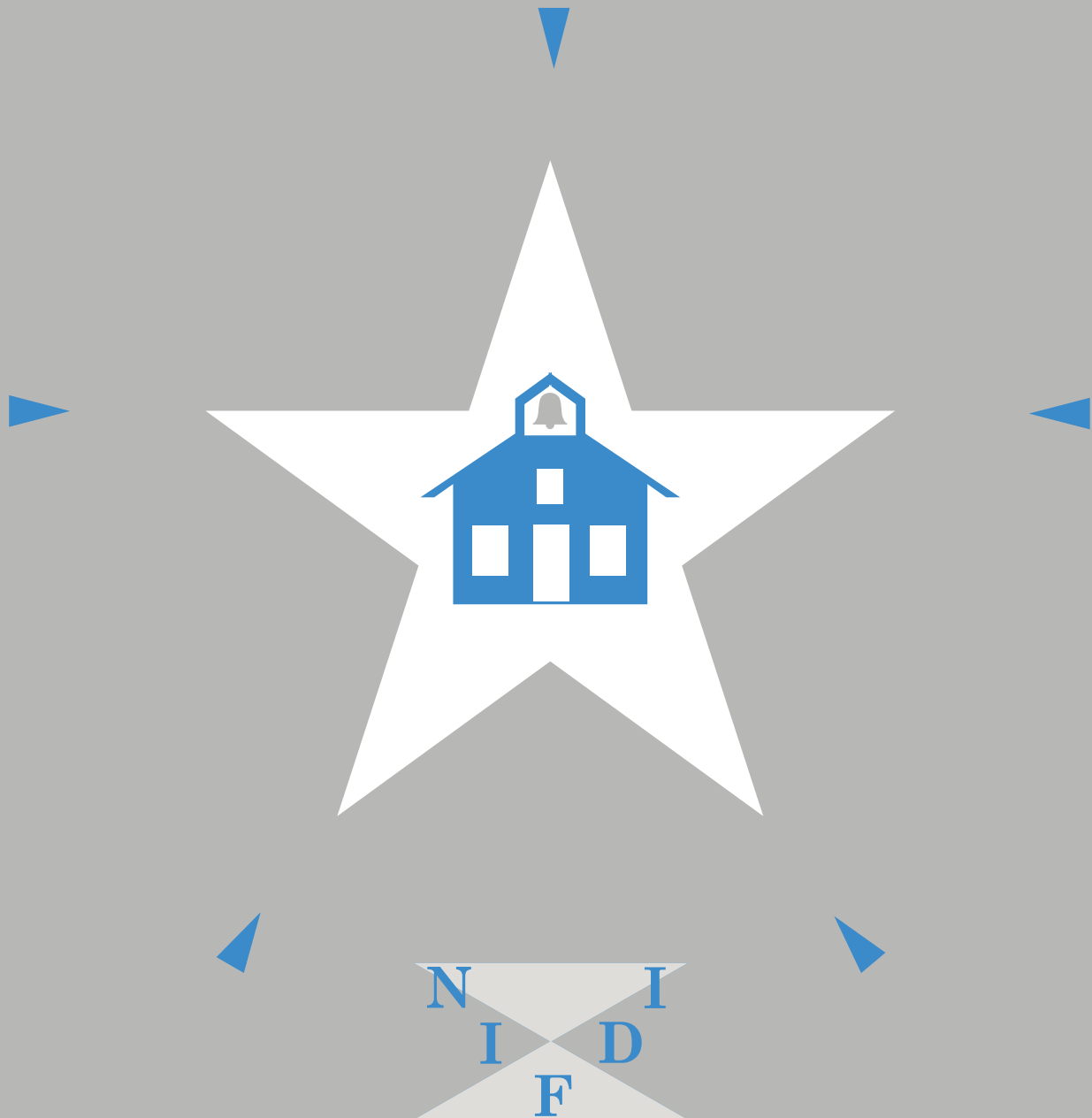


Becoming a Star School Series™

Coaching Level A: Manual

Data Analysis and Rehearsing with Teachers



Materials for Supporting Direct Instruction Implementations
National Institute for Direct Instruction (NIFDI)

Coaching Level A: Manual

DATA ANALYSIS AND REHEARSING WITH TEACHERS

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Zig Engelmann on Mastery

"The basic assumption that drives specific details in this manual is that the job of instruction is to induce mastery at a relatively high rate. **The key is mastery.** Students do not benefit from exposure; they do not benefit from working on something or struggling with it—unless they achieve mastery. Everything that is mastered serves as a building block for further learning. Everything that is not mastered is mislearned and serves as an impediment to the learning of skills and concepts that are related to the mislearned concept.

Our goal is to induce mastery as fast as we reasonably can. And if we do it, we will not merely accelerate students; we will change them. We will make them smarter because we will increase their capacity to learn new material. If we do it the right way, we can start with low performers in kindergarten and by the end of fourth grade have virtually no low-performing students.

But these changes will happen only if we direct all our efforts to achieving mastery as fast as we can comfortably achieve it. Note that this requirement does not mean that we turn the school into a sweatshop or that we push students beyond very comfortable placement. As soon as we push too hard, we actually reduce the rate at which students are able to achieve mastery. The ideal setting is one in which the students are challenged, in which they work hard, and in which they are placed appropriately and receive plenty of reinforcement for showing off what they can do."

All the details in the National Institute for Direct Instruction (NIFDI) sites are designed to facilitate mastery, both of students and teachers (*). Unless we teach teachers to be highly competent, students will not meet performance projections. The goals of the Direct Instruction (DI) implementation are to focus on the student, train teachers to achieve mastery, monitor mastery, make the rate and quality of mastery very visible, provide schedules and procedures to enable all qualified teachers to achieve mastery, and celebrate academic achievement.

Therefore, the **goals of coaching** are to:

- ◆ Focus on the student
- ◆ Train teachers to achieve mastery
- ◆ Monitor mastery
- ◆ Make the rate and quality of mastery very visible
- ◆ Provide schedules and procedures to enable all qualified teachers to achieve mastery
- ◆ Celebrate academic achievement

(*) "teacher" refers to anyone who implements DI programs, whether paraprofessionals, classroom teachers, school counselors, parents, or others.

Introduction to the Coach's Role

In a Direct Instruction (DI) implementation, teachers carry out many procedures to help students achieve mastery. Teachers need to be proficient at helping students to be accurate and fluent on what has been taught, accelerating students when appropriate, and being efficient with time. Ultimately, teachers are responsible for all details of teaching: grouping students, following effective schedules, teaching and firming the full range of students in all subject areas, and managing and reinforcing students so they are excited about learning. However, in a full-immersion implementation, building-level or district-level facilitators or consultants providing internal or external support carry out or oversee many of these details. (In NIFDI, they are called building coordinators, implementation managers, and project directors.)

In a DI implementation, the coach is the key person who assists the teacher in teaching students to mastery. The role of coach could be carried out by a principal, project director, implementation manager, building coordinator, grade-level peer, or cross-grade level peer. Coaches share responsibility for students being successful and for teachers being successful. The coach assists the teacher in achieving a classroom where students are learning rather than mislearning. The coach is a teacher of teachers, a guide, a model, and a helper. The coach is not an evaluator. Instead, the coach and the classroom teacher work together to achieve and celebrate the successes of the students. They also work together to identify problems that prevent or delay successes, and they construct solutions that will solve the problems. Problems always refer to student performance that is less than desired. Solutions are always referenced to what the teacher needs to do to solve the students' problems.

Coaches and teachers must have a very special attitude about problems. Statements that identify student performance problems are not statements of blame. It is important to treat problems simply as indicators of what must be changed. It is also important to treat problems with urgency. Remedies must be implemented right away. The urgency for immediate remedies stems from an understanding that the longer things are not as they should be, the more difficult it will be to change them. If problems are solved as soon as they occur, progress will be satisfactory and both the number and severity of the problems will diminish as students progress through instructional sequences. Unless teachers and coaches focus on identification and resolution of problems, however, this goal will not be achieved. The longer students are confused about how to perform a mathematical operation, for example, the further "over their heads" the students will be and the more elaborate the remedy will need to be. Thus, in a DI implementation, coaches and teachers must have a problem identification and solution orientation.

In a NIFDI implementation, stakeholders come together weekly on the phone to identify and discuss problems and assist each other with solutions. During the weekly conference call, this problem identification and solution orientation is critical.

A. Responsibilities of Coach Level A

During the first year of a full-immersion implementation, coaches serve to identify problems in a timely manner, present solutions suggested during conference calls or in coaches' meetings, and follow-up after solutions have been implemented to document that problems have been solved. First year coaches do not construct remedies or do interventions in classrooms unless they have been certified as having moved from being Level A to Level B coaches. Level A coaches examine student performance mainly by looking at written records and talking with teachers. Level B coaches spend more time working in classrooms. The goal for a Level A coach is to identify problems and explain them in enough detail to permit someone else to specify a reasonable solution. Level A coaches should not communicate problems and/or solutions to teachers until they become skilled at identifying and describing problems and can reference the problems to student performance.

The coach might also fill another role in the organization. The coach could be the principal, the building coordinator, or a consulting teacher. The coach might also be the implementation manager, the project director, or a specialty consultant. Therefore, classroom teachers and their students may work with different people acting as coaches. Regardless of what other roles the coach fills, actions taken as a coach must be communicated to and filtered through the implementation manager or someone the implementation manager designates. The implementation manager is responsible for the site and, in collaboration with the building coordinator, monitors the coaches' schedules and actions.

B. How to Get Started

Before the Level A coach begins working with teachers, the school has already made attempts to make the following true:

1. Teachers have all necessary Direct Instruction materials.
2. Teachers have adequate schedules for teaching each subject.
3. Students are grouped according to their skill levels and will be regrouped on a regular basis.
4. Students are placed appropriately in programs. In addition, teachers provide seatwork at the same level as students' instructional placements.
5. Teachers received preservice training, during which they learned standardized procedures for teaching Direct Instruction lessons, mastery techniques, and general rules for grouping and regrouping students.
6. Teachers know criteria for lesson progress and for mastery and are keeping written records that demonstrate whether these criteria are being met.
7. Teachers, coaches, and implementation managers have had preliminary conversations about looking at data together and about how important identifying

problems is. These teams have agreed to the problem-solution orientation; they are also committed to celebrating student learning together.

If the above statements are not true, these items must be worked on before proceeding with the coaching tasks. Most importantly, a Level A coach should not begin problem solving, improving written records, or rehearsing with teachers who have not been through preservice training. If a teacher was hired late and missed the scheduled training, then an alternate training must be arranged before coaching can be effective.

If the above statements are largely true, coaches may proceed with tasks described in the following sections.

C. Problem-Solution Orientation: Focus on Student Performance

The most important part of the coach's job is to identify problems in student performance and to implement remedies that will solve the problems. The word "problem" must be interpreted differently from what you might think. To identify a problem means to find aspects of student performance that are not as they should be, not to be picky or procedural about unimportant details of the teacher's way of teaching. Sometimes, coaches describe problems that are not problems. If there is not a problem with student performance, there is not a problem. Conversely, even if the teacher looks like s/he is doing very well, but students are not achieving mastery, there is a problem. **The problem is found by focusing on student performance.**

To keep the focus on student performance while identifying problems, first look at written records of student performance and pay close attention to what you see. Not all problems in student performance have to be identified by being in classrooms with students present. When you see (a) a group of students achieving 100% on mastery tests for many weeks (e.g. nine or ten weeks in a row), (b) a group of students consistently completing checkouts in half the time required, (c) students making errors on mastery tests week after week, (d) individuals reading at less than desirable reading rates and/or with too many errors, (e) groups at a performance level lower than mastery, (f) groups completing too few lessons, or (g) individual students completing independent work at a low level of performance, you are seeing a problem.

Talking with teachers without children present can also be useful for identifying some problems. For example, a teacher might tell a coach that a student who has moved into the group from another school isn't firm on sounds, yet the group is in Reading Mastery II. The teacher has been very specific about the problem and you can bring the problem to the weekly conference call or coaches' meeting without needing to go into the teacher's classroom to observe.

On the other hand, while looking at written records such as the LPC, you might see what looks like a problem, but won't know for sure until you talk with the teacher, have someone observe in the classroom, or look at other written records. For

example, a discussion on the phone conference call or in the weekly coaches' meeting that raises questions about retesting students who failed a mastery test may require someone to work individually with a particular child.

While describing problems to others, continue to focus on the students. The temptation is to first name problems with the teacher or the environment and find blame. Even after coaches have data sheets that focus on students, the temptation is strong to report a problem by talking about the teacher first. "The teacher doesn't get enough lessons done in a week". Instead, first describe student behavior, and then talk about the related teaching or structural details. "Students aren't completing as many lessons as they need to be—having to schedule art twice a week during the reading time is getting in the way of the teacher teaching a new lesson every day". Describing a problem with students as the focus makes the solution more obvious. Your ultimate goal as a coach is to learn to **describe problems in enough detail that your description implies the solution.**

As you proceed through the remainder of the manual, all statements directing you to "see Appendix" are referring to an accompanying document, *Reference Tools for a DI Implementation (Appendices Booklet)*.

Structural Details

With an orientation toward problem solving, coaches and others must first make sure that basic structural details are in place. Teachers will experience great difficulty bringing students to mastery unless they have proper materials, an effective and organized physical setting, an adequate schedule, and homogeneous and flexible grouping of students.

D. Materials

Materials must be present as soon as teachers begin teaching a program. Bringing students to mastery can be accomplished only if teachers have all materials required by each DI program. The coach may need to show teachers how to find information regarding required materials. If the coach is not familiar with all DI materials being used in the school, the coach should become familiar with required materials (see Appendix A for a Program Reference Chart). Some in-program tests are contained within the Teacher Presentation Book, and some have to be ordered separately (e.g. Language for Learning mastery tests).

It is part of the coach's role to alert the building coordinator to problems regarding the lack of materials.

To look for problems with materials, coaches look for answers to these questions:

1. Do teachers know where to find information about materials? Do they know how to access information about in-program tests?
2. Do teachers know how to access materials in their building?
3. Do teachers and students have all necessary materials (i.e. for current lessons, for the following week, for transitioning to a new level)?

E. Physical Arrangements in the Classroom

The physical setting should support effective and efficient instruction. If students move to another area for group instruction, furniture should be arranged so students move easily into the instructional setting. While in small groups, students should not be able to see any other activity or touch any objects that could become distractions.

For effective monitoring of written work, especially when teaching whole class, furniture should be arranged so the teacher can walk behind students and look over their shoulders. Usually this means having desks in rows and columns, although other arrangements might work in some situations.

To check for effective physical arrangements, coaches look for answers to these questions:

4. Is the instructional set-up relatively free of distractions?
5. Does the physical arrangement allow the teacher to look over students' shoulders while they are working?

F. Scheduling

Adequate scheduling is a must in order for students to achieve mastery. The schedule must be reasonable and provide for the teaching of all subjects. Each subject must be taught for the recommended length of time. The schedule must be coordinated with schedules of other classrooms if there is to be within grade-level and cross-class grouping. Once a sound schedule is established, teachers must follow the schedule by starting and ending each group on time and teaching every group and every subject on a daily basis.

Teachers should make a special effort to follow other scheduling requirements as well, depending on the grade levels being taught and the number of years a DI implementation has been in a school building. Although coaches do not participate in establishing the schedule, they should communicate concerns to building coordinators.

To verify adequate scheduling, coaches look for answers to these questions:

6. Is enough time scheduled for each group and for each subject?
7. Is the schedule coordinated for cross-grade and cross-class grouping?
8. Is small group instruction used for Kindergarten, Reading Mastery I and II (Classic), Language for Learning, DISTAR Arithmetic or Connecting Math Concepts in Kindergarten, Decoding A, and Comp A?
9. Is a second reading period scheduled daily for all students (except those a year or more above grade level)?

[Grade level: Because K students use RM I, grade level for third graders is finishing RM IV by the end of the year, for fourth graders it is finishing RM V, for fifth graders it is finishing RM VI.]

G. Grouping and Placement

Coaches should make sure they have student lists for each classroom to which they have been assigned. They should update their lists whenever implementation managers make changes in the groups.

As a general rule for beginning levels of the programs, the lowest group should be relatively small compared to the middle and high groups. Students in the low group require more individual work and attention than students in the other two groups. Students should be divided into groups according to the number of personnel available, but guidelines for numbers of students in groups must still be followed. Low groups working in early program levels should have no more than 4 to 6 students in them. Other groups should have 10 to 12 students. These groups should be homogeneous; in other words, students in each group are at similar levels and learn at similar rates.

Students should not be locked into instructional groups for the rest of the school year. An individual student might start out with skills appropriate for a given group but learn faster or slower than the others. That student should have the opportunity to move to a group that is more appropriate for the student's skill level and rate of progress. Moving a student to a new group should be communicated in writing so all personnel know what groups all children are in.

To check on appropriate grouping, coaches look for answers to these questions:

10. Is the number of students in each small group appropriate (no more than 12 students in K-2 groups; no more than 4 or 5 students in a very low group)?
11. Is someone available to teach each group?
12. Does the number of groups match the number of personnel available to teach (e.g., one classroom has no more than 3 groups per subject)?
13. According to written records, are all groups homogeneous?

Monitoring Student Learning

Once the structural details are in place, coaches and other personnel should focus most of their attention on student performance. Level A coaches will examine student performance by looking at written records and talking with teachers.

H. Lesson Progress and Mastery

The ultimate success of a DI implementation is that every student has achieved a high level of mastery on everything learned and can use it independently. Achieving mastery in a DI implementation requires efficiency and effectiveness. When DI programs are being used, efficiency means completing lessons and providing enough opportunity for student learning. Effectiveness means that the program is helping students achieve success and meet high expectations. Therefore, we say that students must complete a lesson a day and complete lessons at an acceptable level of mastery. When students are pushed to merely complete lessons without achieving mastery, they may develop chronic errors or miss component skills, and students and teachers may get in “over their heads”. Coaches must be careful not to overemphasize lesson progress, but treat it as one important measure of what is being accomplished in classrooms.

To monitor lesson gains and mastery, teachers complete weekly Lesson Progress Charts (LPCs), Student Test Summary charts, records of independent work, and thermometer charts. Written records must be collected and interpreted weekly in order to make timely changes for students. In addition, the LPCs, test summaries, and independent work records are posted on the board or placed in marked folders or notebooks, readily available for anyone involved in the DI implementation to see. In addition, thermometer charts are to be posted and used regularly by the teachers (see Appendix F for information about thermometer charts).

Coaches are not spies. They are not evaluating whether teachers are doing their jobs. However, coaches must examine student performance carefully and identify problems. Teachers and coaches should sit down together to look at LPCs and other written records. Written records provide a rich source of information about how students are doing. Written records tell a story that must be interpreted. In the next few sections, Lesson Progress and Student Test Summary charts are discussed first. Independent work and thermometer charts are addressed after that.

Lesson Progress Charts

Lesson Progress Charts are filled in daily by teachers. The data indicate the lesson the teacher is working on in each subject with each group. The posted data reveal potential problems with use of time. If 18 school days have elapsed and the posted data show that all groups are on Lesson 18, there may be a problem. The teacher is treating all groups the same, regardless of high, medium, or low designations. Possibly, the teacher is not teaching groups to mastery. If s/he is

teaching to mastery, the high group could be much further along. And the teacher may be teaching over the heads of the low group.

In another scenario, 18 days have elapsed and the top group has completed 13 lessons, the middle group 9, and the low group 5. Chances are the teacher is not following the schedule, not teaching programs as specified, or struggling with presentation skills or behavior management issues. In these and similar scenarios, the posted data do not identify problems precisely, but alert coaches and others to find out what is happening and why, and to provide remedies as needed.

Again, coaches and others must treat the LPC as providing only part of the whole picture. In certain situations and at certain times in the programs, there may be very good reasons why students are not completing a lesson a day. For example, in **Reading Mastery II**, when the *e rule* is introduced (when there's an e at the end of a word, you say the vowel's name), it is quite common for the teacher to repeat several lessons for some groups of students. The discrimination required for noticing the difference between *pin* and *pine* is more difficult for some students than for others. On the other hand, students might be able to go faster in other parts of the program and make up for the lower lesson progress while learning the *e rule*.

When looking at LPCs and accompanying written records, coaches and other personnel look for answers to these questions related to **COMPLETION** of forms:

14. Are written records current, complete, and readily accessible?
15. Does the LPC report the total number of lessons taught per week for each program over the total number of school days for that week?
16. For each day of the week, does the LPC indicate what lesson was taught or an alternative when a lesson was not taught?
17. Did the teacher explain repeated lessons in the Comments section?
18. Did the teacher miss an opportunity to give a mastery test?
19. Did the teacher indicate how many students passed mastery tests?
20. Did the teacher name students and tasks for failed mastery tests?
21. Did the teacher indicate a retest for students who failed the test on the first try?
22. Did the teacher test students who were absent?
23. For checkouts, is time indicated over errors and not the other way around?

When looking at LPCs and accompanying written records, coaches and other personnel look for answers to these questions related to **INTERPRETATION** of forms:

24. Are high, medium, and low groups completing lessons at optimum rates (and not at the same rates?)
25. Are some lessons being repeated too many times without a good reason?
26. Is lesson gain being achieved at the expense of mastery?
27. For failed mastery tests, is it easy to understand the specific errors indicated and can remedies be assigned as a result of the information?
28. Do the LPCs indicate problems across time? (examine at least the past three LPCs)

Student Test Summary Charts

Performance on mastery tests or other program tests indicates whether students are adequately learning new skills. The remedy for poor performance on a mastery test is for the teacher to reteach items or groups of items students failed on the test, then retest to evaluate whether performance has improved.

When looking at Student Test Summary Charts, coaches and other personnel look for answers to these questions related to **COMPLETION** of forms:

29. Is a record kept of each student's performance on mastery tests and checkouts?
30. Did the teacher indicate not only test failure but also remedies and retesting and that the student finally passed the test (e.g. circling the score)?

When looking at Student Test Summary Charts, coaches and other personnel look for answers to these questions related to **INTERPRETATION** of forms:

31. Do the forms show which students have failed one test, more than one test, two consecutive tests?
32. Has the teacher brought to the attention of the coordinator or coach those students who have failed two or more tests or students who have not passed a retest?

I. Successful Independent Work

Each week, in addition to examining lesson progress and in-program test performance, coaches and teachers should consider the performance data for independent work. When students work independently, ideally they make very few errors. Completing work independently is the ultimate test of learning. Students do not have teachers with them 24 hours a day but must be able to rely on knowledge and skills that teachers have helped them attain.

It is imperative that students master material orally before they complete it independently. For example, if students cannot say correct answers for math facts orally, they will not be able to write the correct answers. Therefore, continual errors on independent work may suggest that students are not firm on oral material.

Independent Work: Group Summary Charts

Teachers should keep track of the number of errors made by each student on independent work. Total number of errors should be translated into percentages. Ideally, every student in a class should perform at 85% or better on independent work. Students who are below that percentage should be given a remedy. Students might repeat all or part of a lesson and redo items that were missed. Or, teachers might give students greater incentive for first-time correct answers. For example, on written work in **Reasoning and Writing**, a teacher's record indicated students were firm on new material. However, students were making many errors with capitalization and spelling. The teacher increased the bonus points for using rules already learned and for using the words provided in the program to assist with spelling.

Independent Work: Thermometer Charts

If students are doing particularly well on independent work (90% or better), their achievement should be celebrated. At a minimum, teachers should display students' excellent performance on the thermometer charts.

To assess the mastery level of independent work from written records, coaches look for answers to these questions:

33. Is the teacher following workcheck procedures for monitoring student performance? For example, have reliability checks been done on a consistent basis? (See Appendix E)
34. Does the record of each student's performance on independent work show the percentage of correct answers?
35. On independent work, is every student at or above 85% most of the time?
36. Does the independent work record allow you to name the students who have a pattern of being below 85% that is of concern (e.g. three or more consecutive days; three times within ten days).

37. Are the thermometer charts posted?
38. Have intermediate goals been indicated?
39. Is student achievement of independent work at 90% or better celebrated by using the thermometer charts?

All Written Records Combined

40. Do you see anything in the data that makes you question reliability?
41. Do data indicate a possible need for regrouping or change of placement?
42. Do data indicate the possible need for acceleration for some students?
43. Will projections be met if current rate of lesson progress is continued?
44. If projections will not be met, do justifiable reasons exist for not meeting them?
45. Do the projections need to be changed?

Working with Teachers to Solve Problems

Problems are identified in a number of different ways. In most NIFDI implementations, problems are identified weekly during phone conference calls. Sometimes problems are identified by talking with teachers in person. As soon as possible, coaches should arrange to work with individual teachers regarding the recommendations made during the phone conference calls or during discussions with other personnel, such as building coordinators, implementation managers, or project directors. All personnel should coordinate and agree upon who is responsible for these work sessions and how soon they will occur. Ideally, working with teachers should occur the same day of or the day after the phone conference. At the very least, following up on the phone conference recommendations ought to occur before the next weekly phone conference.

Remedies typically carried out by Level A coaches include rehearsing formats with teachers individually or in small groups, retesting individual students, showing how to record data, rehearsing with teachers how to provide extra practice until students are at mastery, or prompting teachers to retest students who failed mastery tests or checkouts and telling them the rule about not moving on until students are at mastery. Most solutions involve helping teachers rehearse lessons in order to improve student performance. Level A coaches usually work with one to three teachers at a time. Level A coaches do not carry out more complex interventions with teachers, such as those that involve working with the teacher while the teacher is working with students, unless the Level A coach receives one-on-one training from a more experienced coach. More difficult interventions are reserved for Level B coaches.

J. Participating in Conference Calls (or Coaches' Meetings)

In a NIFDI implementation, the weekly conference call or on-site coaches' meeting is an important aspect of monitoring student performance and determining necessary actions. Some combination of project director, implementation manager, building coordinator, and building principal participates with coaches in discussing student performance classroom by classroom and in identifying problems. Problems might pertain to groups or to individual students.

Before the Call or Meeting

Coaches should be prepared to identify and discuss problems during the phone conference call or on-site coaches' meeting. Coaches should prepare for phone calls (or meetings) by talking with teachers and by looking at LPCs, Student Test Summary Charts, and independent work records.

Coaches might talk with teachers during grade-level team meetings or individually. When teachers raise problems verbally, coaches should determine whether the information is reliable. They should determine what additional

information is needed to verify problems. When looking at written records, the coach should determine whether all forms have been sufficiently completed. If information is missing, the coach should work with the teacher to fill in the missing information before the phone call or meeting occurs.

To be prepared for conference phone calls or weekly coaches' meetings, coaches answer these questions:

46. Are teachers keeping all written records up to date?
47. Have all teachers provided LPCs, Student Test Summary Charts, and independent work data before the phone call?
48. Are thermometer charts posted and are teachers using them?
49. Do the written records show high mastery levels for groups and for individuals?
50. What problems do teachers identify in their classrooms?
51. Is more information needed to verify the problems?
52. What solutions did you implement for last week's problems?
53. Did the actions solve the problems?

During the Call or Meeting

During the call or meeting, the coach has two roles. The coach should be prepared to describe problems in enough detail that the description implies a solution. In addition, the coach should listen and be sure s/he understands the solutions and who will carry them out. Coaches will be asked to communicate many of these suggestions. Consequently, coaches should take notes while on the phone call so they have a record of the suggested remedies.

During subsequent phone conferences, coaches are responsible for reporting results of solutions implemented in response to the previous week's problems. In particular, coaches should be prepared to indicate whether student performance improved or whether some other indicator demonstrates that the problem was solved (see Section N on determining if solutions worked).

After the Call or Meeting

Following the conference call or on-site meeting, coaches communicate results with teachers. Sometimes these communications involve accolades for improvement in student performance. Other times, these communications involve remedies that need to occur. The teacher might need to add more information to their data forms, give extra attention to an individual student, or work with the coach to rehearse future lessons.

K. Interacting With Your Peers

Many new coaches have questions about how best to approach their peers if remedies are needed. The easiest way to suggest an effective approach is to talk to your peer the same way you would want someone to talk with you: Acknowledge the teacher's responsibility for their students, speak respectfully, and be direct and clear but not bossy (see Appendix G, Part One).

As you interact with your peer, use verbal and nonverbal language that gives a message of helpfulness, not intimidation. Be professional. Be friendly-looking, but business-like. Interact at eye level. If the teacher you are talking with is sitting down, then sit down. Do not stand too close to someone or talk down to that person. Reinforce what the teacher is doing well before indicating the problem and the solution.

Before you approach your peer, be sure you are clear on the focus of the session. If student performance is less than desirable, be clear about the details that suggest improvement is needed. For example, several students in a group did not pass a mastery test the first time. Instead of talking generally about not passing tests, look at the test items and the student results and determine why students are not passing. Perhaps they stop between the sounds and say the wrong word when they 'say it fast'. Or perhaps they make errors on individual sounds. These two problems would indicate very different solutions.

Maintain the focus while talking with or practicing with the teacher as well. When a teacher asks questions about how to do something in an exercise, respond by saying "Here, let me show you", rather than providing a verbal explanation. When a teacher asks a question unrelated to the session's focus, the coach should let the teacher know when they can expect an answer. Then redirect the discussion or the rehearsal so the teacher spends the time solving the problem.

If a teacher is practicing a format and is having difficulty, use the same part-firming you would want them to use with children: Give the answer and repeat the task. (In other words, show them how to do part of the format, and then have them try again.)

At the end of the session, have the teacher verbalize what he/she will do differently to make sure you are both leaving the session with the same understanding. (For example: "Tell me what you are going to do next time, and I'll write it down so we'll both remember.")

L. Talking with Teachers about Written Records

Coaches talk to teachers about two aspects of written records: Completion and interpretation (see Appendix G, Part Two). Even if teachers have had training, they sometimes do not fill in everything on the written records. Coaches will find themselves talking to teachers either before or after the conference call about missing information. Teachers are more likely to respond positively if the coach

explains the importance of the missing information in terms of student performance (e.g. we can be sure of all students' mastery levels by seeing that (a) all students passed their mastery tests, or (b) two students didn't pass but there is a plan to reteach and retest, or (c) two students didn't pass and they still haven't passed.)

Initially, tell and show the teacher how to fill out the written record. Telling will often not be enough, so be sure to show a model of a completed record and leave it with the teacher for reference. On subsequent visits, explain what the teacher is already doing well and what else is needed for complete and useful written records. Remember to have the teacher explain what they will do differently to make sure both of you have the same understanding.

Even when the forms are completed perfectly, the coach may still need to talk with a teacher about the content of the information provided. In this case, the coach must remember to state the problem in great detail and in reference to students. For example, a coach might need to explain that even though written records were adequately completed, three students have less-than-satisfactory independent work (less than 85%) for three or more days and a remedy is needed. Or a coach might have to point out that students in high, medium, and low groups seem to be progressing at about the same rate. Instead, the high group could be progressing much faster.

M. Conducting Rehearsal Sessions with Individual Teachers or with Small Groups of Teachers

In the first year of teaching a DI program, teachers frequently need assistance beyond the training provided during preservice. Coaches will find themselves conducting many rehearsal sessions with teachers or small groups of teachers (See Appendix G, Part Three). These rehearsal sessions should solve problems or even prevent future problems from occurring. Some rehearsals might need to repeat training that occurred during preservice (e.g. timing of signals, see Appendix B; part-firming, see Appendix C; individual turns, see Appendix D; or teacher-directed workcheck procedures, see Appendix E).

Most rehearsal sessions will be arranged in response to identified student performance problems. For example, students were unable to perform successfully because the teacher was unsure how to carry out a part of a lesson or because the teacher needs more work on how to integrate reinforcement with academic teaching. Student performance problems will be identified from written records, from teacher reports, or through observations. For example, an administrator might observe a problem while conducting a Five-Minute observation (see Appendix H).

Other rehearsal sessions will be scheduled to prepare for new skills and exercises appearing in future lessons. If a show-off lesson has been assigned, the coach might help the teacher practice the lesson without students before trying it with students (see Appendix I for information on show-off lessons). If several teachers are having similar problems, then conduct rehearsal sessions with small

groups of 2 or 3 rather than with each individual. Teachers take turns presenting, while the other teachers pretend they are students.

Rehearsal sessions, just like preservice training, should consist mainly of modeling and practice, rather than questions, discussion, and explanations. Coaches need to work hard to keep the rehearsal session focused.

Provide a clear description of what the teacher needs to practice and why. Assist the teacher in practicing one part of a lesson or one particular behavior until the teacher's performance is solid. Do not have the teacher practice too much at one time. Practice only as much as can be accomplished in approximately 20 minutes. Have the teacher practice using the exact set up and materials s/he will use with students. For example, have the teacher hold up the presentation book so all students can see, and have the teacher practice as if five students are present rather than one (the coach). If students need to see answers in addition to hearing them during workcheck, have the teacher write on something such as a board or overhead transparency and point to the items while giving feedback to students. If the teacher will be using an overhead projector in the classroom, the ideal rehearsal session should include the projector as well.

Begin the session by telling the teacher what s/he is already doing well, what the identified problem in student performance is, and why a practice session is needed. Then, model what the teacher needs to practice. Tell the teacher specifically what to pay attention to. Model the task or exercise again. Have the teacher practice the same piece without any intervening discussion. Give feedback on the behavior you asked the teacher to pay attention to. Don't make the mistake of switching the focus. If you told the teacher to follow the teacher wording without intervening praise, then don't give feedback about signals. Instead provide feedback on the focus. "Yes, you are chaining the tasks together without interrupting with "Good". Or, "after you had me sound out, you said "Good" before you had me say it fast. Instead, chain the two tasks together, then say "Good"." Have the teacher practice until s/he can exhibit the desired behavior several times without being corrected. Use a high level of reinforcement, with a ratio similar to that recommended for students (4 positives to 1 negative).

If the teacher is having difficulty with a particular exercise, then don't complicate the learning task by having "students" make mistakes. Help the teacher master the format with an effective pace before making mistakes and adding corrections, part-firming (see Appendix C), praise statements, or other teaching techniques into the practice session. When the teacher is ready to move on, work with the teacher to identify potential errors. Then, with a planned error, discuss what error correction to use. Model correcting the planned error and assist the teacher in practicing corrections for the planned error. Next, model corrections for unplanned errors and have the teacher practice correcting unplanned errors.

Again, don't switch the focus while giving feedback. If you told the teacher to pay attention to telling the answer and repeating the task, then don't give feedback about pacing. Instead, provide direct feedback on the focus. "Yes, you told the answer and

repeated the task”. Or, “You told the answer—good for you. But you didn’t have me repeat it. Let’s try it again”.

At the end of the rehearsal session, have the teacher or teachers explain what they will practice on their own. Suggest they practice out loud with someone else, or in front of a mirror, and that they practice the tone, pacing, and reinforcement system, not just the words in the exercise. Remind them to anticipate the errors students might make and to think about the corrections they will use.

In summary:

- ◆ Describe what is going well
- ◆ Describe the problem with student performance
- ◆ Describe the focus of the work session
 - □ tell the solution that will solve the problem
 - □ show what materials and procedures to use
- ◆ Model the solution
 - □ tell teachers what to watch for
 - □ show the solution exactly as it should be done in the classroom the next day
- ◆ Have teacher rehearse the solution
 - □ have teacher practice solution exactly as it will be done in classroom the next day
 - □ have teacher practice first with no errors, then with planned error, then with unplanned error
- ◆ Give feedback
 - □ tell teacher what s/he did well
 - □ make the feedback specific and related to the focus
 - □ (if necessary, tell teacher how to improve and have teacher practice again)
- ◆ Summarize how the solution will solve the problem and predict the results
 - □ if you do this, ___ will happen
 - □ remind teacher with some version of: “Your behavior causes the student behavior”
- ◆ Ask teacher to summarize what s/he will do in the classroom the next day
- ◆ Thank teacher for his/her time and effort and leave the session
 - □ leave the teacher thinking about what s/he just practiced and what s/he is going to do the next day

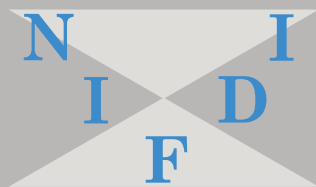
N. Determining if Solutions Worked

When a problem has been identified and a solution implemented, the coach must follow-up to see if the problem has been solved. Coaches must receive timely information about the effectiveness of the solutions; therefore, follow-ups should occur within a week or less of identification of the problem. Follow-ups should occur whether the problem was identified through casual conversation with a teacher in the

hallway, through a more structured conversation with the teacher, on a phone conference, or from looking at written records, such as LPCs or Student Test Summaries.

How the follow-up occurs and who conducts the follow-up depends upon the seriousness of the problem and how the identification of the problem occurred. Follow-ups can be conducted in writing, orally, or on the phone, by:

- ◆ Reviewing and discussing data again,
- ◆ Having an experienced coach observe in the classroom, and/or
- ◆ Asking the teacher specific questions, such as:
 - Did the teacher receive assistance for carrying out the solution?
 - What did the teacher do to implement the solution?
 - What did the students do as a result of the remedy? (Is the problem solved?)
 - Are students completing more lessons now? How many errors are they making now? (Is the problem solved?)



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