

PROBLEM: CURRENT STATE OF TEACHER PD

- Teachers often lack systematic and ongoing PD to adapt evidence-based literacy practices (Wexler et al., 2016)
- Teachers' varying instructional and motivational needs make it difficult for PD programs to effectively produce instructional changes

AIM COACHING MODEL

Stage 1: All teachers receive:

- PD on evidence-based literacy practices
- Standardized support from a coach
 - Three 1:1 sessions: planning, support, and reflection
 - Two check-ins
- A fidelity score from the coach regarding implementation of literacy practices

Progress Monitoring: Coach reviews data regarding each teachers' skill and will.

- **Skill:** Measured via fidelity score
 - *High skill:* Teacher implemented the literacy practices with fidelity
 - *Low skill:* Teacher needs intensified support with implementation
- **Will:** Measured via collaborative effort score (informed by Kwakman, 2003)
 - *High will:* The teacher is highly engaged in the coaching process
 - *Low will:* The teacher needs additional support and/or motivation to fully engage with the coaching process

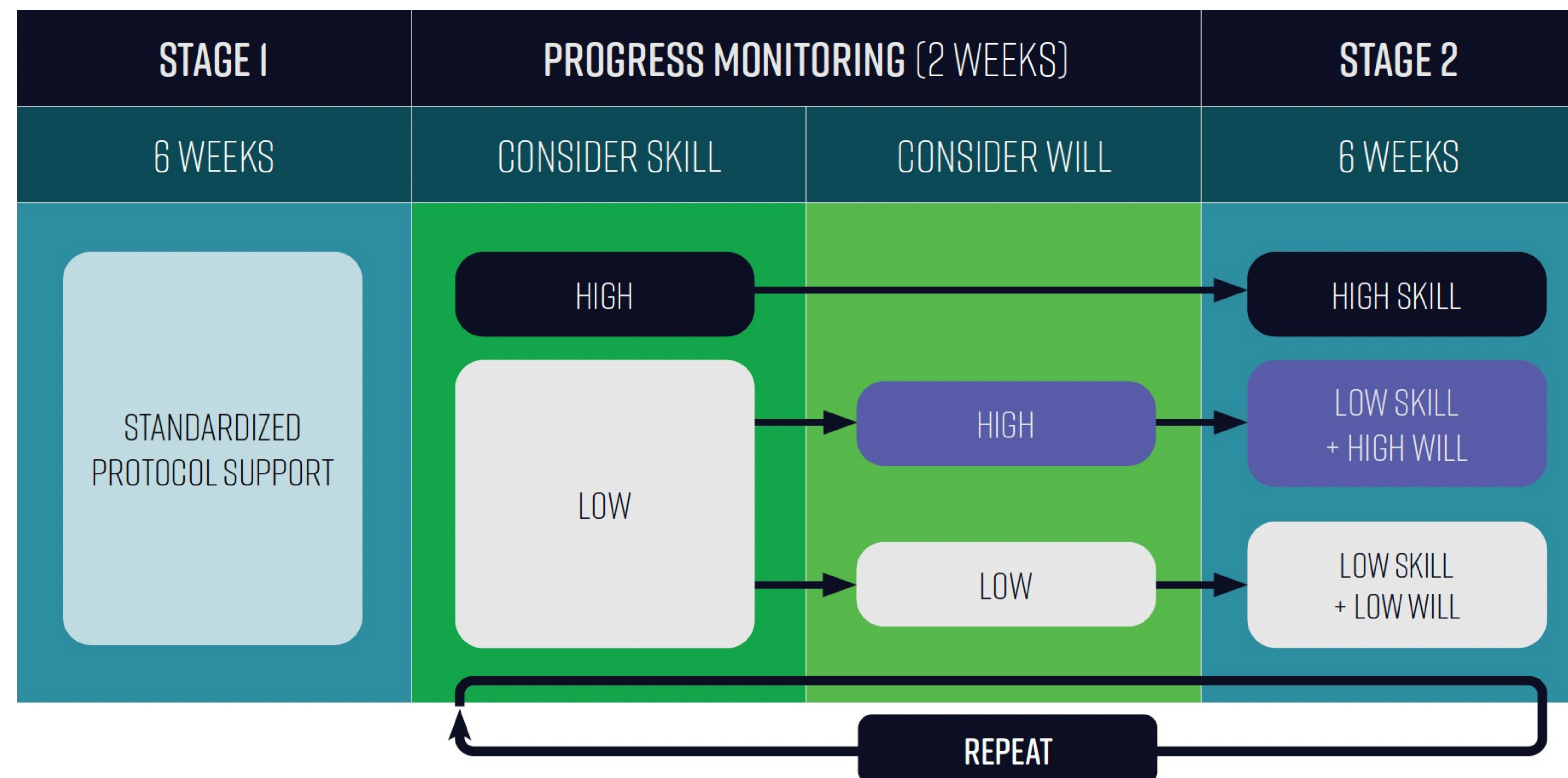
Stage 2: Taking each teacher's skill + will scores into account, the coach identifies one to two targeted additional coaching activities for the teacher

Repeat: After six weeks, teachers and coaches return to Progress Monitoring stage

Targeting Teacher Professional Growth Through an Adaptive Intervention Model: AIM Coaching

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EVIDENCE-BASED LITERACY PRACTICES

- Increasing access to text through
 - Providing background knowledge
 - Pre-teaching vocabulary
- Critical reading
 - Get the Gist (Vaughn et al., 2001)
 - Text-based discussion

SCHOOL-WIDE TEACHER DEVELOPMENT VIA DIFFERENTIATED COACHING

High Skill Teachers

- Leadership opportunities, such as leading Professional Learning Communities (PLCs)
- Advanced skill development through video self-reflection

Low Skill + High Will Teachers

- Increased dosage of 1:1 coaching to support specific lessons
- Additional opportunities to learn via peer observation and participation in PLCs
- Guided video self-reflection

Low Skill + Low Will Teachers

- Peer-to-peer activities to increase sense of belonging and social support
- Professional spotlighting (e.g., public praise or mini-leadership opportunities) to increase self-efficacy
- Assessment of working conditions for balance of demands + resources

