ReadyCoach

A Research-Based Instructional Coaching Model

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Evidence to Support the Effectiveness of the ReadyCoach Model

Five studies provide substantial evidence to support the effectiveness of the ReadyCoach 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. A brief description of these studies and their findings follows.

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. Classroom Strategies Coaching (CSC) 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 demonstrated the efficacy of the coaching approach (Fabiano, Reddy, & Dudek, 2018; Reddy, Dudek & Lekwa, 2017). Relative to waitlist controls:

> 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 Instructional and Behavior Management Practices and Student Academic Behavior

Reddy and colleagues conducted a three-cohort randomized controlled trial (funded by the Brady Education Foundation) of the effectiveness of the Classroom Strategies Coaching (CSC) model in urban, high poverty elementary schools. Coaching for 106 teachers with 2,195 students 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 focused 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.

Results from this study demonstrated the effectiveness of the coaching approach (Reddy, Shernoff & Lekwa, 2019; Reddy, Lekwa, & Shernoff, 2019). In comparison to waitlist controls:

> CSC teachers 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.

> Students of coached teachers displayed significant improvements in academic and behavior functioning.

> CSC teachers reported greater gains in emotional support and instrumental support.

> High levels of coaching fidelity and teacher acceptability of coaching were achieved.

Study 5: Coaching to Improve Paraprofessional Behavior Intervention Practices and Student Disruptive Behaviors

In a large-scale randomized controlled trial funded by the US Department of Education (R324A170069; four-cohorts), Reddy and Glover are examining the efficacy of behavior support coaching for paraprofessionals (BSC-P) for students with and at risk for Disruptive Behavior Disorders in high-poverty elementary schools. Coaching is provided individually to general education teachers and paraprofessionals in eight 40-minute meetings. Observational data is used to identify student behavior needs, functions of behavior, set goals, and select, implement and evaluate research-based interventions from a behavior intervention toolkit. Initial implementation (i.e., 37 schools, 108 paraprofessionals, 239 students with disruptive behavior disorders) suggest strong support for the efficacy of this coaching model in high-poverty elementary schools.

Compared to waitlist controls:

> Students of BSC-P paraprofessionals demonstrate greater improvements in academic engagement, inappropriate physical behaviors, and inappropriate verbal behaviors.

> Students of BSC-P paraprofessionals demonstrated greater improvements in adaptive skills, school problems, social skills and overall academic competence.

> BSC-P paraprofessionals reported greater gains in instrumental support.

> High levels of coaching fidelity and paraprofessional and teacher acceptability of the BSC-P coaching model were achieved.

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