RtI$^2$ and literacy coaching

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Response to Intervention is
• a solution-seeking process
• to support all students in their academic careers and
• intended to reduce the numbers of students
• inappropriately identified into special education.
Talk with a mentor–colleague...

- What is the literacy coach’s role in a solution-seeking process?
- What is the literacy coach’s role in supporting all students’ learning?
- What is the literacy coach’s role in reducing the number of students inappropriately identified into special education?
Core features of the RtI model

• High quality, research-based instruction and behavioral support in general education.
• Universal (school-wide or district-wide) screening of academics and behavior in order to determine which students need closer monitoring or additional interventions.
• Multiple tiers of increasingly intense scientific, research-based interventions that are matched to student need.
• Continuous monitoring of student progress during the interventions, using objective information to determine if students are meeting goals.
• Follow-up measures providing information that the intervention was implemented as intended and with appropriate consistency.
• Documentation of parent involvement throughout the process.
• Documentation that the special education evaluation timelines specified in IDEA 2004 and in the state regulations are followed unless both the parents and the school team agree to an extension.
• Use of a collaborative approach by school staff for development, implementation, and monitoring of the intervention process.
Talk with a mentor–colleague

How does a literacy coach support schoolwide collaboration?
What does a literacy coach do?

40% of the workweek: learning and instruction with students; may include data collecting (15 hrs/per week)

20% of the workweek: dialogic conversations with teacher and observations (7.5 hrs/per week)

10% of the workweek: providing observation lessons (3.75 hrs/per week)

20% of the workweek: planning and preparing for in-service sessions; data entry and analysis (7.5 hrs/per week)

10% of the workweek: professional book study (3.75 hrs/per week)

Note: based on an average 37.5 hrs. teacher contract workweek.

Puig & Froelich, 2010
**CONTINUUM OF COACHING**

Interactive coaching  

Intraactive coaching

- Facilitate a **workshop or session** to improve learning and instruction
- Provide an **observation lesson** to improve learning and instruction
- **Co-teach** with a host teacher in an observation classroom to improve learning and instruction
- Confer, observe, and **debrief** to improve learning and instruction
- Facilitate a **study group or literacy leadership team** to investigate adaptive challenges to improve learning and instruction
- Facilitate **action research** to seek resources after reflection to improve learning and instruction

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**Increased external scaffolding**

**Subject-centered pedagogy**

**Decreased external scaffolding**

**Solution-seeking andragogy**

Transformation may occur when teachers or his or her coaches are provided opportunities to observe, co-teach, confer, study, research, and reflect on practices based on behavioral evidence.

*Note: The term **observation lesson** has been used to replace **demonstration lesson** to denote the opportunity being provided versus a model lesson to emulate.*
Talk with a mentor–colleague...

How will literacy coaching on a continuum impact responding to intervention for the literacy leadership team? Teachers? Students?
Role of the literacy coach on the literacy leadership team

- Takes lead as learner
- Provides resources
- Facilitates school-wide collaboration
- Confers with mentor-teachers
- Observes mentor-teachers
- Debriefs with mentor-teachers
- Challenges without frustrating

Note: the literacy coach has expertise, but IS NOT the expert.
Responding to Intervention/Instruction
Tier 1

- Good initial instruction
- General screening
- Static & dynamic assessments
- Intentional and relevant instruction
- Whole group & small group instruction
- 90–minute literacy block or 50 minute period
- On-going and long-term
Responding to Intervention/ Instruction Tier 2

- Second line of instructional defense
- In addition to general instruction
- Supplemental
- Static & dynamic assessments
- Amplified intentional and relevant instruction
- Small group or one-to-one
- Approximately 20–30 minutes
- Short term
Responding to Intervention/ Instruction Tier 3

- Third line of instructional defense
- Utilized after tier 2 intervention has proven unsuccessful
- Static & dynamic assessments
- Amplified intentional and relevant instruction
- Smaller group or one-to-one instruction
- Approximately 30–45 minutes
- Short term
Talk with a mentor–colleague...

- What is the role of the literacy coach in tier 1?
- Tier 2?
- Tier 3?
Role of the literacy coach in Tier 1

- Coaches on a continuum of professional learning opportunities
- Collaboratively seeks solutions with mentor-teachers using assessment of learning
- Functions as a lead-learner of critical and reflective thinking
- Facilitates coaching conversations on procedural issues or rationales
- Co-triangulates data to improve classroom instruction

Co–triangulation of Data

Triangulation = Participant observations + Non–participant observations + Artifacts
Role of the literacy coach in Tier 2

- Coaches primarily for forward shifts of small group instruction
- Supports assessment, evaluation, and instruction at the small group level
- Facilitates coaching conversations on the aesthetics of teaching
- Collaboratively seeks solutions with mentor-teachers using assessments for learning
- Co–triangulates data to improve small group instruction

Co-triangulation of Data

Triangulation = Participant observations + Non-participant observations + Artifacts
Coaches primarily for forward shifts of individual student instruction
Focuses on teaching for strategic activity
Collaboratively seeks solutions with mentor–teacher on developing student’s feedforward and feedback mechanisms grounded in assessments for learning
Facilitates coaching conversations on individual student’s change over time
Co–triangulates data to improve individual instruction

Co-triangulation of Data

Triangulation = Participant observations + Non-participant observations + Artifacts
“Intensive instruction demands intensive coaching conversations”.

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Questions and Discussion

(Notice I didn’t say questions and answers!)
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References


