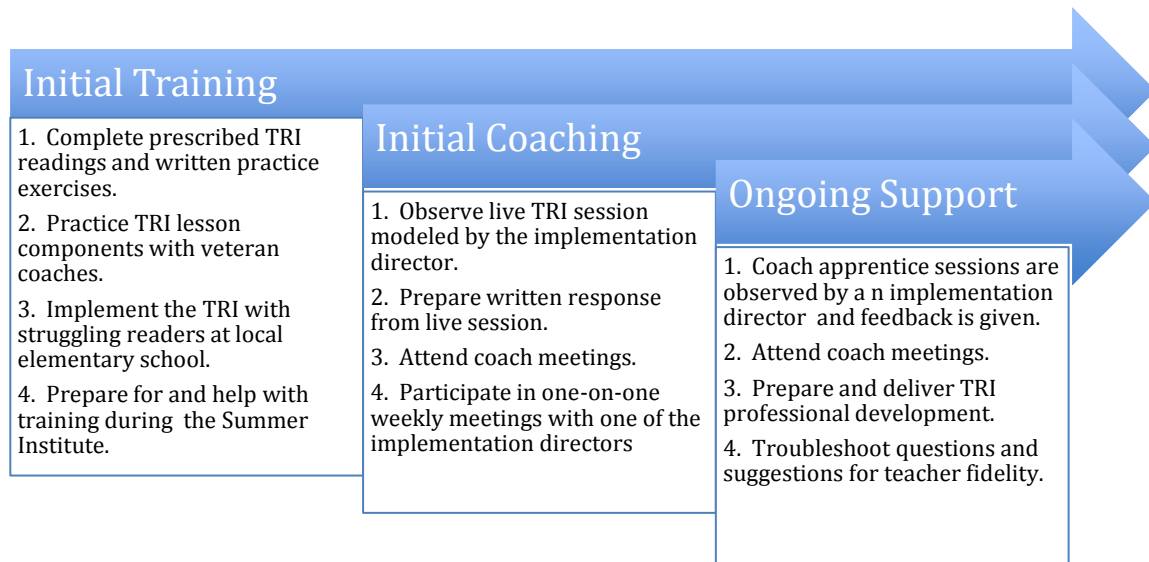


Targeted Reading Intervention: Training of Coaches



Initial Training:

The TRI training model for coaches has evolved over the last five years into a more formal training protocol. Training of coaches begins either in the semester before coaches begin coaching via webcam with teachers or in the summer before a new school year. The training of coaches usually takes 3 to 4 months. Newly-hired coach apprentices are assigned published research articles and given the TRI Reference Tool and the TRI Professional Development Guide in order to understand the intervention and its components. Articles and the TRI training materials are discussed in initial training sessions with a veteran coach and coaches demonstrate their knowledge of these materials through written exercises. Emphasis is placed on understanding how to gain the trust of classroom teachers but also on making sure classroom teachers are accountable for implementation of the TRI components when individualizing instruction for low-performing readers. Coach apprentices then work with veteran coaches who mentor them as they learn and practice TRI intervention components. Apprentice and veteran coaches implement the TRI with early elementary low-performing readers onsite at a local elementary school for two weeks. Using TRI materials and the Diagnostic Map, veteran coaches model TRI lessons for the apprentice coaches. Apprentice coaches practice the TRI strategies with low-performing readers while veteran coaches observe the instruction. Veteran coaches give feedback about performance and help the apprentice coaches problem solve about the appropriate strategies for each child, using the TRI Diagnostic Map. Training and practice continue until the apprentice coaches can implement all of the TRI strategies correctly and can use the diagnostic map to plan the sessions with individual children. At this point, expectations of coaches shift

from learning and implementing the TRI to preparing to present and model different portions of the TRI for the training of classroom teachers at a three-day Summer Institute. In this way, apprentice coaches deepen their understanding of the intervention by helping to train the classroom teachers on all the components of the TRI at the Summer Institute and subsequently help teachers implement those strategies in the classroom via webcam.

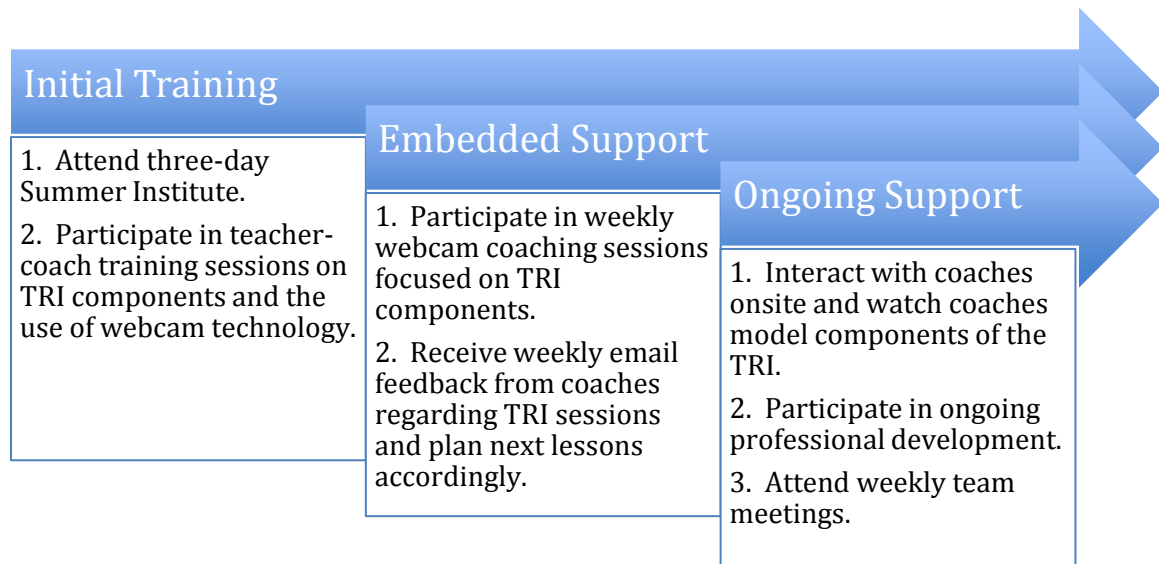
Initial Coaching:

After the initial training, the implementation directors (who are themselves veteran coaches) supervise both veteran and apprentice coaches. The implementation directors assign part-time coaches between 10 and 14 teachers to coach over a school year, depending on the coach's experience and the classroom teacher's expertise/experience. Initially as school begins, the coach apprentices observe and take notes during live TRI sessions conducted by an implementation director with a TRI classroom teacher. The coach apprentice and the implementation director debrief about the lesson. Next, the coach apprentice watches a second live session conducted by one of the implementation directors with a TRI teacher. This time, the coach apprentice prepares the written response to the teacher. Before sending the email, one of the implementation directors gives feedback to the coach apprentice, makes any necessary revisions, and sends the response to the teacher. During this time, the coach apprentice attends coaching meetings with other veteran and apprentice coaches, led by the implementation directors. Meeting topics include sending appropriate email responses to teachers, recording teacher implementation data, providing technology set-up and support, building trusting relationships with schools and teachers, and conducting TRI coaching sessions. In addition, the coach apprentice meets one-on-one with one of the implementation directors weekly to debrief and discuss any other concerns about coaching or the TRI more generally.

Ongoing Support:

Over time, the coach apprentice gains proficiency in coaching teachers to diagnostically implement TRI lessons. To provide ongoing support, one of the implementation directors observes the coach apprentice during a webcam session with one of their assigned teachers. The implementation director provides feedback designed to build the coach's expertise. The coach apprentices also continue to attend coach meetings. Meeting topics include solving challenges with technology, providing professional development for teachers, helping teachers reach optimal fidelity to the TRI, participating in continued training on TRI components, and assisting with research requests. Veteran and apprentice coaches also participate in team building activities in order to maintain a supportive coaching community.

Targeted Reading Intervention: Training of Teachers



Initial Training:

All teachers and principals are invited to attend a three-day TRI Institute at the University of North Carolina at Chapel Hill prior to the beginning of the school year. Teachers are taught complete TRI lessons, as well as how to implement the TRI using the Diagnostic Model. At the Institute, coaches introduce and review TRI components, which the teachers then practice in small groups. On the second and third days of the Institute, elementary-aged students come to the Institute, enabling teachers to practice TRI diagnostic teaching with students. Additional activities are planned to help coaches and teachers develop trust and build relationships with each other. In addition, teachers and coaches practice using the webcam technology. Soon after the school year begins, coaches and teachers participate in TRI practice sessions. During the practice sessions, coaches and teachers confirm that the webcam technology is working, create a schedule for subsequent webcam coaching sessions, and review TRI components as needed. Teachers are told that they will be asked to work with three struggling readers over the course of the school year in one-on-one instructional sessions that last about 15 minutes each day. After the first struggling reader begins to make rapid progress, teachers will be asked to go on to the second child and eventually the third child over the course of the year.

Embedded Support:

Classroom teachers are asked to work with the identified struggling reader every day for fifteen minutes. Once per week, the coach observes the teacher remotely via webcam during one of these 15 minute sessions. The coach provides the teacher with immediate live feedback on the literacy lesson, discussing the student's most pressing need. In addition, the teacher receives an email response from the coach after each lesson. This response outlines key points from the lesson observed and next steps recommended to accelerate the student based on his/her most pressing need. Note that as teachers gain experience with the TRI, coaching sessions may occur every other week.

Ongoing Support:

Throughout the year, teachers receive ongoing support. In addition to onsite modeling visits by coaches, teachers receive 6 to 8 hours of additional professional development each year. Professional development sessions are designed to match current teacher needs and introduce new content. Teachers attend coach-led weekly team meetings with other teachers implementing the TRI at their schools. Team meetings allow teachers to share concerns about the TRI, schedule coaching sessions, ask questions about components of the TRI, and receive ongoing professional development.