

Coaching Feedback Loop

Supporting your success



Typical education approach

CHAPTER 7

Implementation Support

Implementation support is the linchpin of any effective MTSS model (VanDerHeyden & Tilly, 2008). Logically, it is the natural human condition to wax and wane in taking the specific actions needed to accomplish goals in all areas of life. Poor implementation is the natural course of events and should be expected rather than bemoaned. Readers can most likely recall a time that they decided to undertake a nutrition or exercise program, change their budget, learn to play a musical instrument, or some other such goal. Even efforts that begin with great enthusiasm attenuate over time due to fatigue, distraction, extinction, or competition. Academic intervention is no different. It is the natural tendency of systems to drift in their implementation even when they are well committed to and well resourced for the effort. This problem of implementation is even more pronounced in systems that are not adequately resourced and skilled and in which no one is paying attention to implementation.

7.1 Implementation science as a pillar of math MTSS

Signs of poor implementation might arrive very late, after a sustained period of intervention failure. The leaders in the school or district may be the last to know, and before they have even had a chance to respond, teachers have lost faith in the effort and moved on. Worse, leaders often make two critical errors when an intervention effort is not being well implemented. First, they allow the failing effort to die slowly over a long period of time while hoping that somehow the effort will mature its way into better results. The second critical error that leaders often make is to try to solve an implementation problem by adding to the innovation as shown in Figure 7.1. When leaders add components to an innovation that is not working, complexity increases, and increased complexity is associated with a lower probability of correct implementation. Thus, a terrible cycle of implementation failure is predictable.

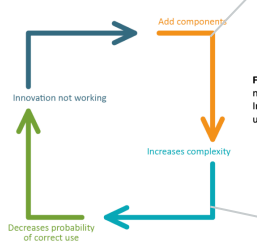
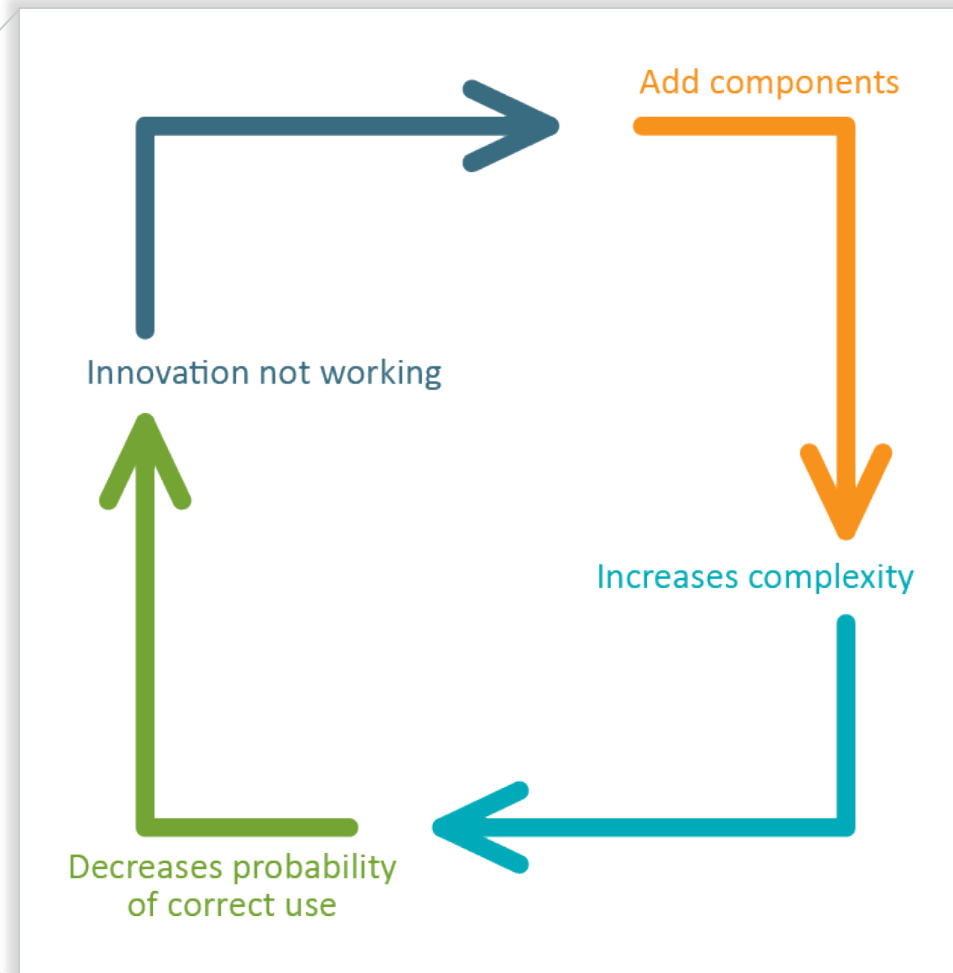
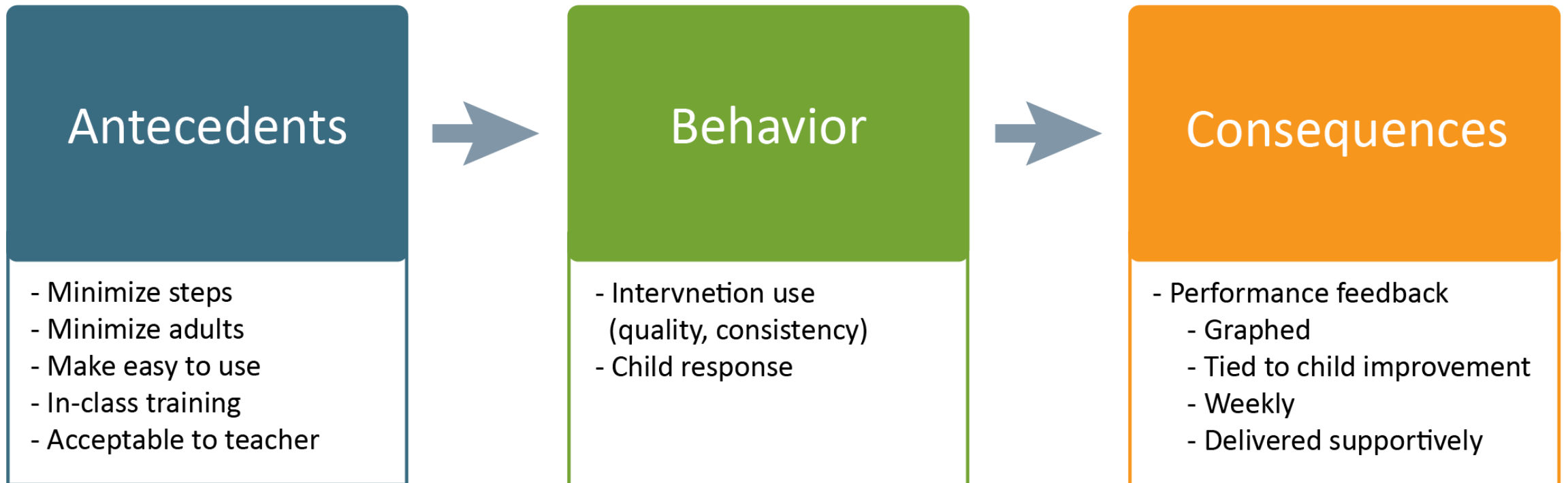


Figure 7.1. An unfortunately common response when an innovation is not working is to add to the innovation, which increases complexity. Increased complexity is associated with lower probability of correct use, and lack of use leads to lack of effects.

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Implementation is a BEHAVIOR



Antecedents

Improve efficiency to minimize number needed

- Use of screening rules to minimize over-identification of students for more intensive instruction
- Use of implementation support in classes using classwide intervention to avoid over-identification of students for more intensive instruction



Antecedents

Minimize complexity

- Assessments are brief, with standard instructions printed on each
- Scoring is answers correct and answer keys are provided
- Assessment data interpretation is automated
- Intervention protocols are scripted
- All materials needed to implement intervention are provided



Antecedents

Improve teacher skill to implement

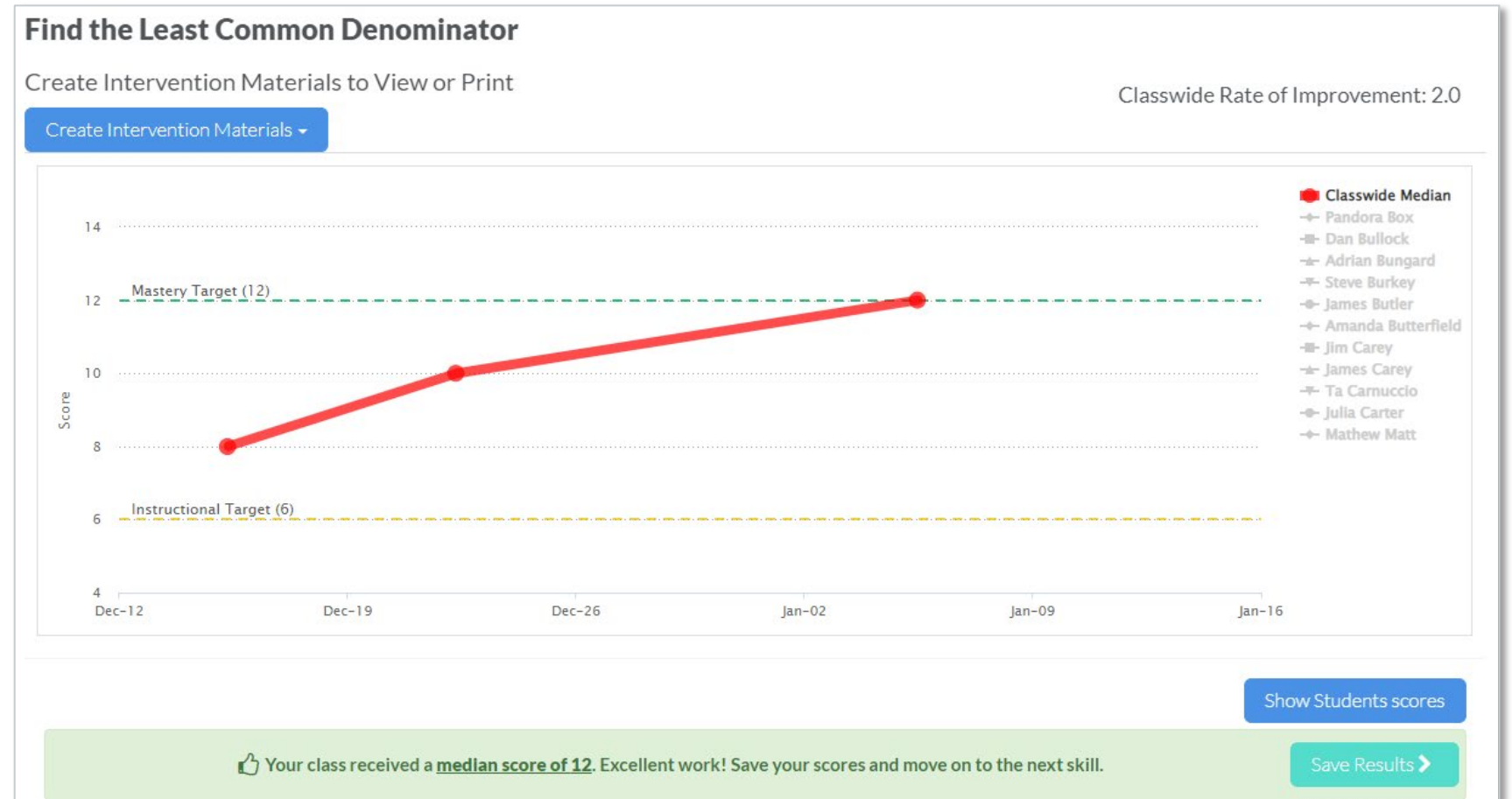
- Training is embedded in SpringMath with brief “just-in-time” videos explaining how to complete each recommended step
- Support portal contains materials, training videos, and guidance on specific questions that might arise
- Onboarding training is required and positions teams to implement
- Virtual and on-site training support is available at an added cost



Consequent

Automated data interpretation recommending next action

- Following each score entry, performance is summarized
- Next action is recommended



Consequent

Frequent, sensitive feedback on learning gains

Coach dashboard

- Gains at the school, grade, class, and student level
- Harvested and updated with assessment that occurs as part of the intervention

Teacher dashboard

- Gains at class and student level
- Harvested and updated with assessment that occurs as part of the intervention

Classwide Interventions				
Teacher (Group)	Total Students in Interventions	Most recent score entry	Intervention Progress	Intervention Consistency
D User (Group 01#1 (CourseId-SectionId))	13	05/14/2018	<div><div style="width: 90%;">Intervention Skill 9 of 10</div></div>	76% 13 of 17 weeks with scores
D User (Group 01#2 (CourseId-SectionId))	13	05/10/2018	<div><div style="width: 85%;">Intervention Skill 9 of 10</div></div>	75% 12 of 16 weeks with scores
D User (Group 01#3 (CourseId-SectionId))	14	05/11/2018	<div><div style="width: 93%;">Intervention Skill 9 of 10</div></div>	82% 14 of 17 weeks with scores

Individual Interventions				
Teacher (Group)	Current Intervention	Most recent score entry	Intervention Consistency	
D User (Group 01#1 (CourseId-SectionId))				
Connelly, Margareta 1234	Sums to 20	N/A	0%	0 of 5 weeks with scores
D User (Group 01#2 (CourseId-SectionId))				

Consequent

Guidance to enable performance feedback

- Sensitive implementation metrics are tracked and summarized in the coach dashboard so coaches can understand what actions are occurring and with what results
- Recommendations to provide in-class coaching or consultation with the teacher is suggested for classes and students who are not showing expected progress
- Coach and teacher dashboards can be used to guide data team meetings



Consequent

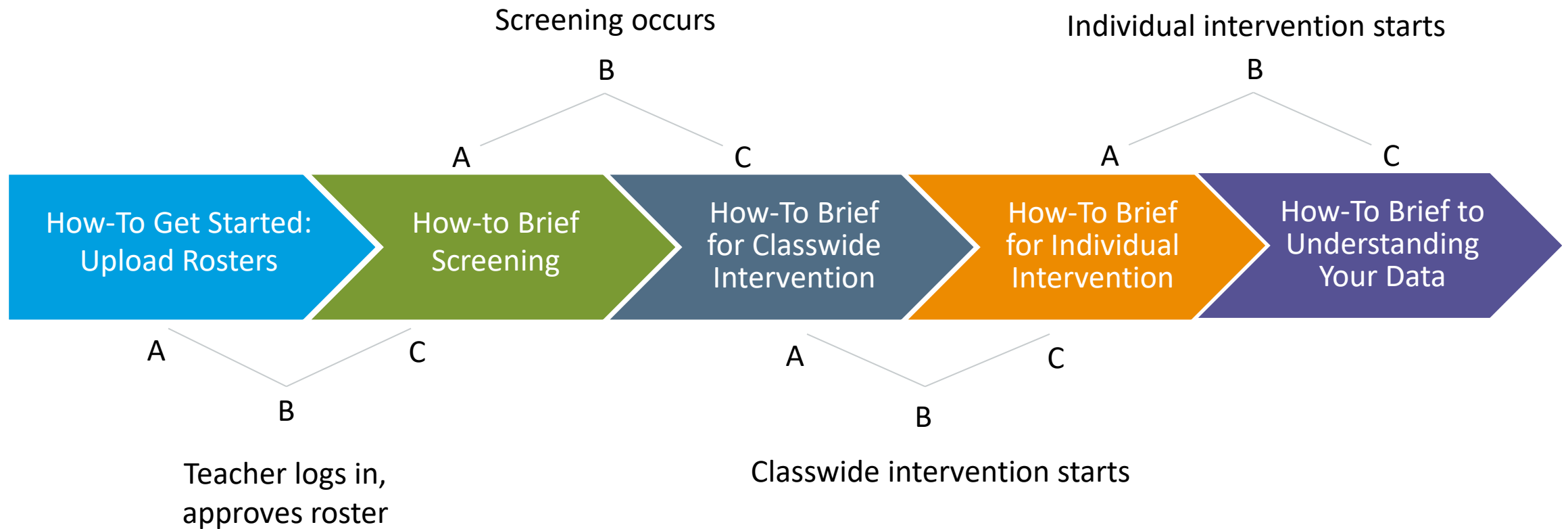
Program evaluation

Automated and provides effects by dosage of SpringMath to enable more effective implementation



Behavior chains are useful

(Don't ask teachers to do too much in a single step.)



Teacher: Are students growing?

Classwide Intervention

Individual Interventions

Screening

Students

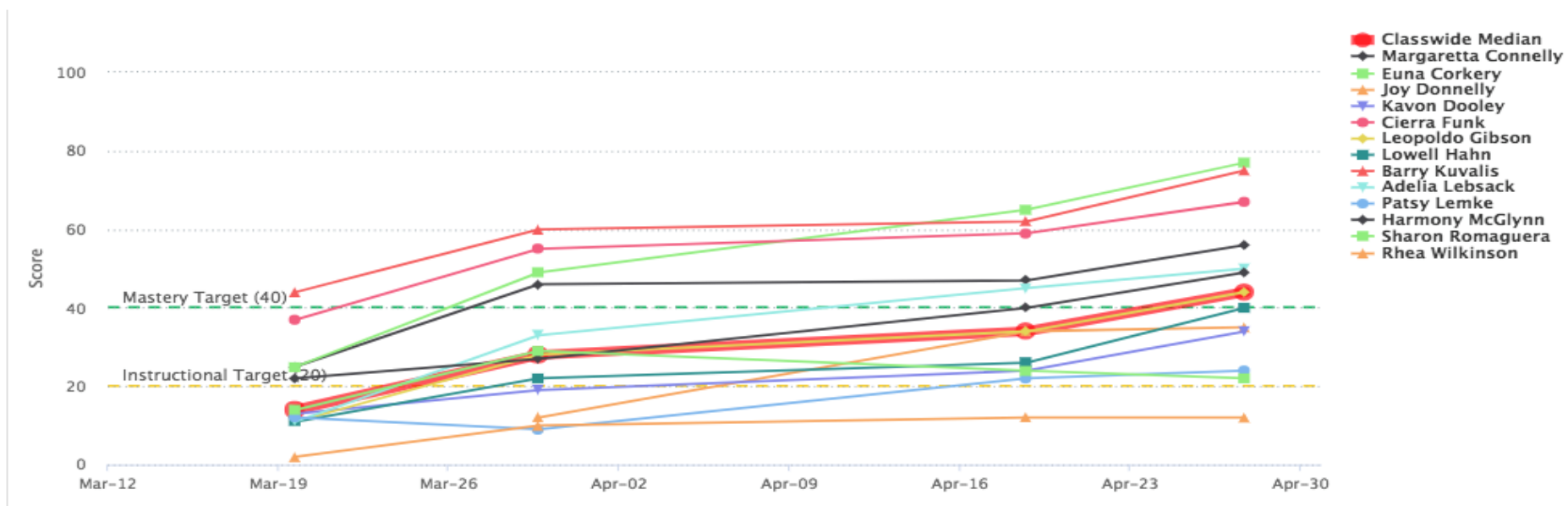
Growth

Your class is currently in class wide intervention. Complete intervention activities daily and enter progress monitoring scores weekly.

Fact Families: Add/Subtract 0-9

Create Intervention Materials

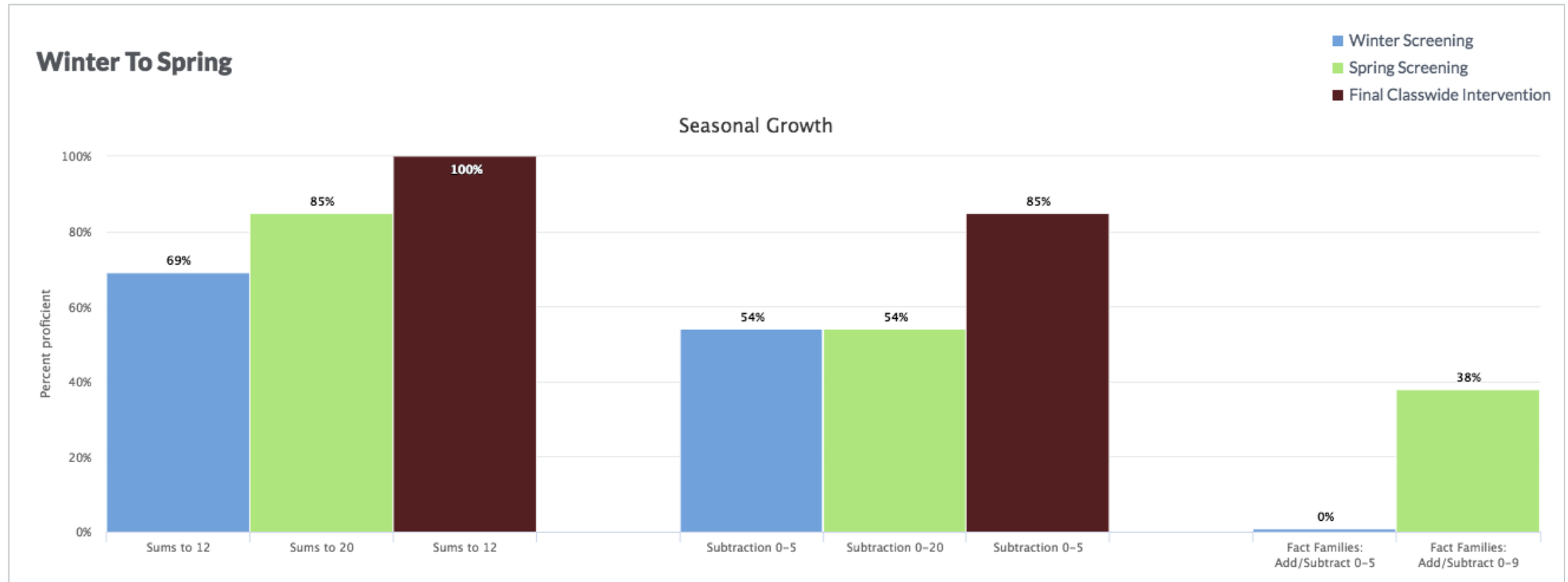
Classwide Rate of Improvement: 4.7



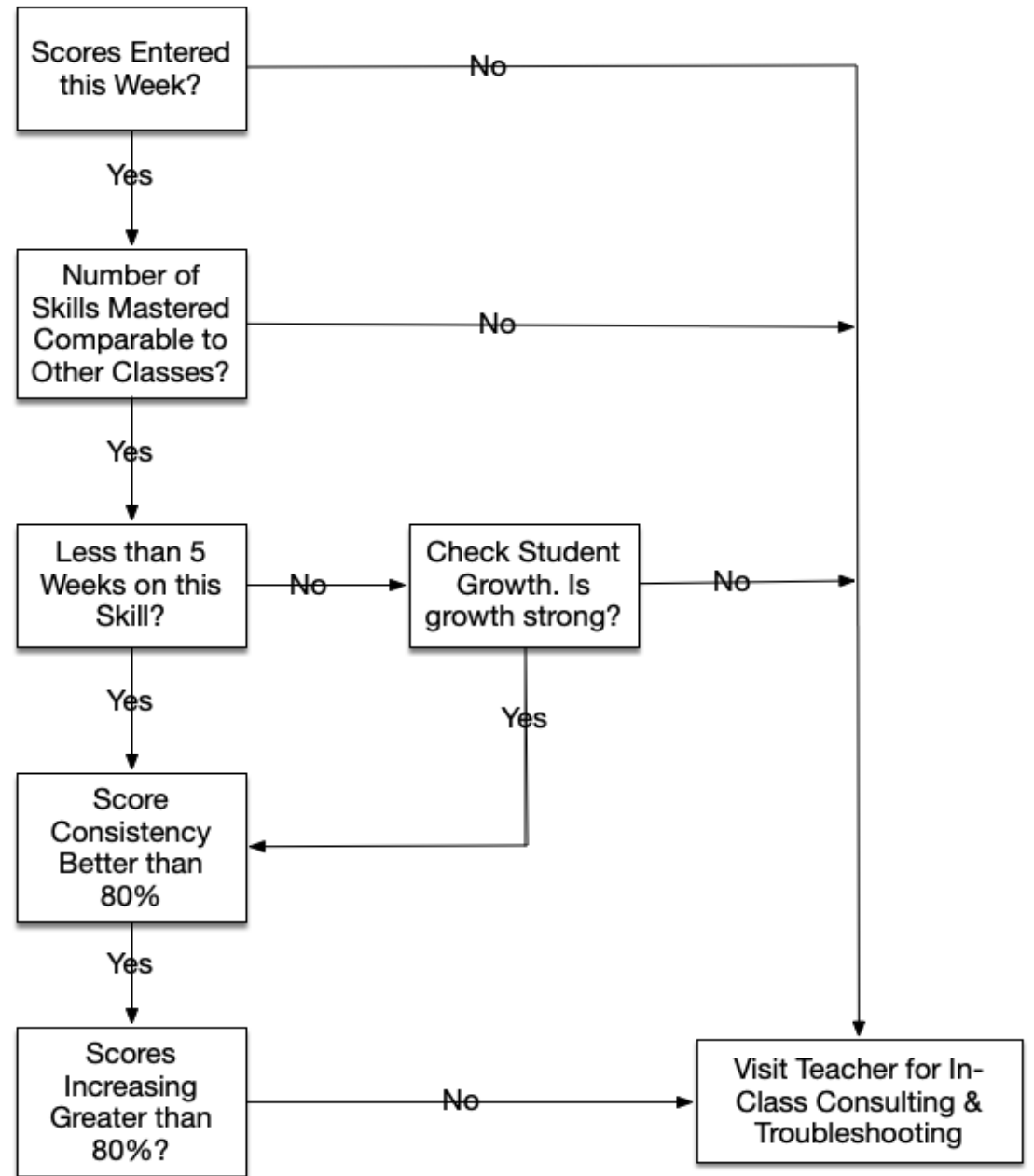
This class/group is not in the active school year. The form is disabled and kept for reference only.

Hide Students scores

Teacher: Does growth transfer?



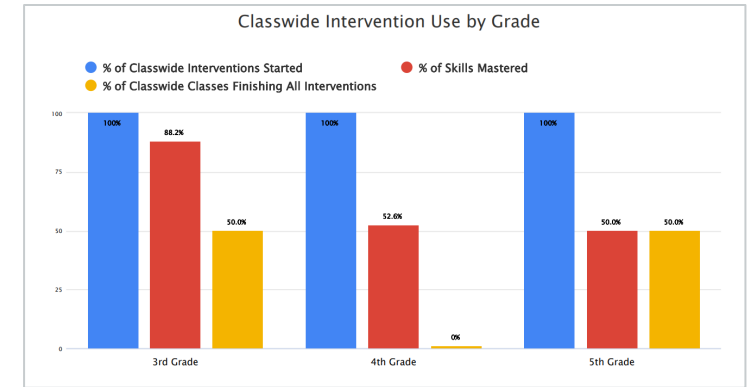
Instructional leaders & coaches feedback loop



Built-in program evaluation

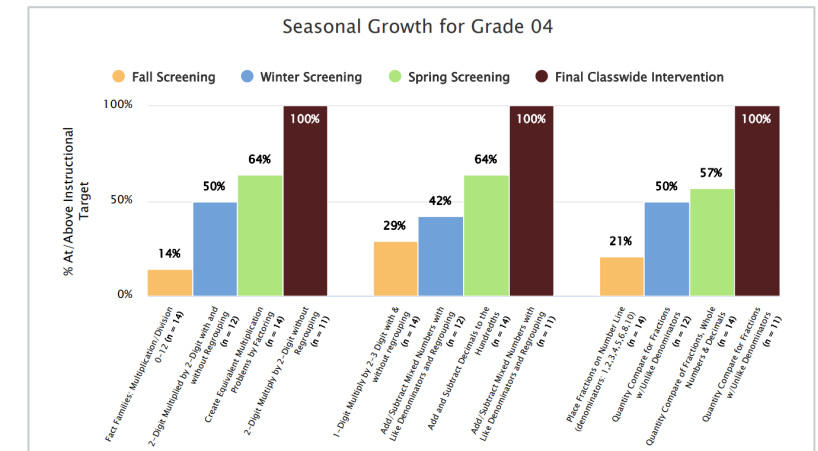
Uses the schools data to answer these questions in a graphical format

- What actions are underway?
- What are the results right now?
- Where is support needed?
- Are proximal indicators headed in the right direction?
- What are the barriers we can troubleshoot?



Individual Intervention use by Grade

Grade	Individual Interventions Recommended	Individual Interventions Started	All Individual Interventions Completed	% of Scores Increasing
3	3	3	0	100%
4	5	4	1	100%
5	1	1	0	N/A



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