

# JOIN OUR



# OSEP TEAM



We're recruiting school districts, schools, instructional leaders, teachers, and students to help us further the knowledge base on **AIM Coaching** through participation in a federally funded project.

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## WHY LITERACY IN THE CONTENT AREAS?

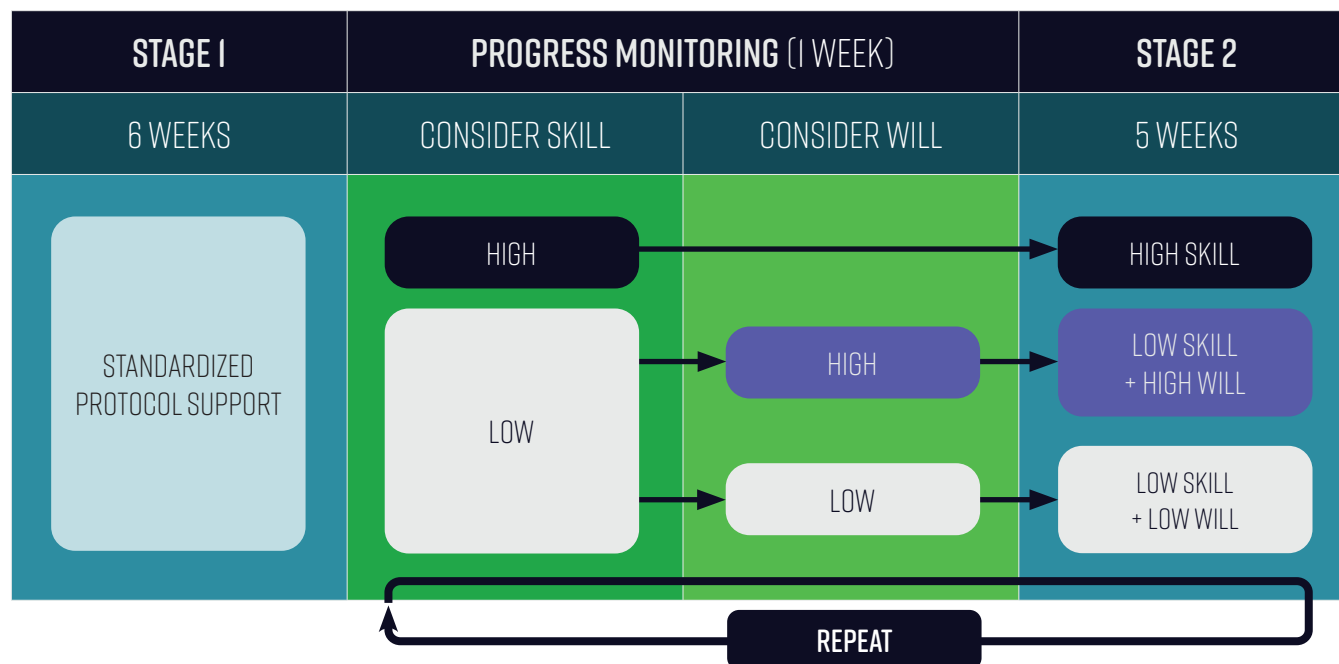
During middle school, **students encounter more text than they ever have before**. Middle school teachers report that their high-achieving students often struggle with the expectation to learn content from text. For their struggling readers, the difficulty is even more pronounced.

Middle school **teachers say they would love support in teaching content using text sources** in a way that is feasible and easy to implement.

AIM Coaching is our response to **both** of these needs.

## WHAT IS AIM COACHING?

Adaptive Intervention Model (AIM) Coaching is an **adaptive coaching system** for instructional leaders to promote a schoolwide adolescent literacy model. Using AIM Coaching, instructional leaders provide ongoing professional development (PD) to middle school teachers, differentiated based on teachers' levels of skill and will, as they implement evidence-based literacy practices (i.e., Promoting Adolescents' Comprehension of Text [PACT]).



# WHAT EVIDENCE-BASED LITERACY PRACTICES ARE EMBEDDED IN AIM COACHING?

Instructional leaders use AIM Coaching to support teachers' implementation of PACT. PACT is a set of evidence-based literacy practices to provide middle school students with background information and explicit vocabulary instruction. The PACT practices also help teachers facilitate text-based discussions. These practices are curriculum independent, which allows them to be integrated into any content area and used with any text. Thus, teachers can use PACT with texts that are a part of the curriculum and with supplemental text. PACT provides students with frequent opportunities to engage with and comprehend text and, ultimately, acquire essential content knowledge. AIM Coaching supports teachers in implementing the following PACT practices: Comprehension Canopy, Essential Words, and Critical Reading of Text.

## COMPREHENSION CANOPY

- TOPIC INTRODUCTION
- BACKGROUND KNOWLEDGE BUILDING

## ESSENTIAL WORDS

- HIGH-UTILITY, HIGH-FREQUENCY CONCEPTS
- REVIEW WITH WARM-UP ACTIVITIES

## CRITICAL READING OF TEXT

- STUDENTS ENGAGED IN READING TEXT
- READING ROUTINE TO FACILITATE COMPREHENSION
- STUDENT DISCUSSION ABOUT TEXT

## WHAT ARE THE GOALS THE PROJECT?

The three primary goals of this project, funded through the Office of Special Education Programs (OSEP), are to (1) gain a better understanding of how to implement and sustain schoolwide models that encourage instruction in evidence-based vocabulary and comprehension practices across Tier 1 English language arts, social studies, and science classes and in Tiers 2–3 reading intervention and special education classes; (2) increase knowledge about the implementation, efficacy, and sustainability of AIM Coaching when it is implemented under routine conditions; and (3) increase availability of evidence-based technical assistance on PD, coaching, and schoolwide adolescent literacy models.

## WHAT IS THE PROJECT TIMELINE?





# AIM COACHING OSEP PROJECT OVERVIEW

## YEAR 1 (2020-2021)

### Researchers:

Recruit two middle schools to participate in Years 2–5

### Instructional leaders:

- Agree to participate in Years 2–5
- Collaborate with research team to plan for Years 2–5

## YEAR 2 (2021-2022): 4 SCHOOLS (2 UMD, 2 UT)

### Researchers:

- Collect baseline information via observations, surveys, and interviews of instructional leaders and teachers
- Introduce AIM Coaching virtual modules
- Provide stipend to instructional leaders
- Provide small incentives for teachers and students

### Instructional leaders:

- Allow observations of typical PD and coaching practices (approximately three 1-hour sessions)
- Complete surveys (approximately three 10-minute surveys) and participate in interviews (approximately one 30-minute interview)
- Complete AIM Coaching virtual modules (approximately three 1-hour sessions)
- Collaborate with research team to plan for Years 3–5 (approximately one 1-hour meeting)

### Teachers:

- Allow observations of typical literacy practices (approximately three 1-hour sessions)
- Collaborate with research team by completing surveys (approximately three 10-minute surveys) and participate in interviews (approximately one 30-minute interview)

### Students:

Complete assessments (approximately two 30-minute sessions) and surveys (approximately one 10-minute survey)

## YEAR 3 (2022-2023): SAME SCHOOLS FROM YEAR 2

### Researchers:

- Provide ongoing intensive support to instructional leaders as they implement AIM Coaching
- Provide stipend to instructional leaders
- Provide small incentives for teachers and students

### Instructional leaders:

- Participate in ongoing intensive support (approximately three 1-hour sessions)
- Allow researchers to observe their implementation of AIM Coaching with teachers (approximately three 1-hour sessions)
- Provide feedback to research team via surveys (approximately three 10-minute surveys) and interviews (approximately one 30-minute interview)
- Collaborate with research team to plan for Years 4–5 (approximately one 1-hour meeting)

### Teachers:

- Attend PACT PD delivered by instructional leaders (approximately two 3-hour sessions)
- Allow researchers to observe PACT implementation (approximately three 1-hour sessions)
- Provide feedback to research team via surveys (approximately three 10-minute surveys)

### Students:

Complete assessments (approximately two 30-minute sessions) and surveys (approximately one 10-minute survey)

## YEAR 4 (2023-2024): SAME SCHOOLS FROM YEAR 2

### Researchers:

- Provide ongoing responsive support to instructional leaders as they implement AIM Coaching
- Provide stipend to instructional leaders
- Provide small incentives for teachers and students

### Instructional leaders:

- Participate in responsive support (approximately one 1-hour session)
- Allow researchers to observe implementation of AIM Coaching with teachers (approximately three 1-hour sessions)
- Provide feedback to research team via surveys (approximately three 10-minute surveys) and interviews (approximately one 30-minute interview)
- Collaborate with research team to plan for Year 5 (approximately one 1-hour meeting)

### Teachers:

- Attend PACT PD delivered by instructional leaders (approximately two 3-hour sessions)
- Allow researchers to observe PACT implementation (approximately three 1-hour sessions)
- Provide feedback to research team via surveys (approximately three 10-minute surveys)

### Students:

Complete assessments (approximately two 30-minute sessions) and surveys (approximately one 10-minute survey)

## YEAR 5 (2024-2025): SAME SCHOOLS FROM YEAR 2

### Researchers:

Monitor AIM Coaching and PACT implementation

### Instructional leaders:

- Allow researchers to observe their implementation of AIM Coaching with teachers (approximately three 1-hour sessions)
- Provide feedback to research team via surveys (approximately three 10-minute surveys) and interviews (approximately one 30-minute interview) on AIM Coaching sustainability

### Teachers:

- Allow researchers to observe their PACT implementation (approximately three 1-hour sessions)
- Provide feedback via surveys (approximately three 10-minute surveys) and interviews (approximately one 30-minute interview) on PACT sustainability

### Students:

Complete assessments (approximately two 30-minute sessions) and surveys (approximately one 10-minute survey)

## JOIN OUR TEAM!

### Alexandra Shelton, Ph.D.

Project Director  
University of Maryland  
[ashelto1@umd.edu](mailto:ashelto1@umd.edu)

### Colleen Reutebuch, Ph.D.

Co-Principal Investigator  
The University of Texas  
[ckreutebuch@austin.utexas.edu](mailto:ckreutebuch@austin.utexas.edu)