Feedback on Alignment and Support for Teachers (FAST) Program Study

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Context

• Adoption of new college and career standards signifies change
  – Movement of topics from one grade/course to another
  – Change in emphasis for cognitive demands, processes, levels of text complexity

• Teachers need support in making the transition
  – Understand what the standards require
  – Design and implement instruction aligned to the standards
Goal of the FAST Program

Provide teachers with support to align their instruction to state standards, for all students, by offering tools for reflection, instructional coaching, and access to aligned resources.

Grade 4 Math
Grade 5 English Language Arts
Tool to Support Reflection: Instructional Log

- **Teacher reports on instruction**
  - Level of emphasis given to each topic and cognitive demand
  - Extent to which instructional accommodations were used with three target students: median, English language learner (ELL), student with disabilities (SWD)
  - Level of emphasis given to each math practices/process (Math)
  - Lexile of texts used (ELA)

- **Teacher immediately receives feedback on alignment of reported instruction to standards**
# Picture of Topic/Cognitive Demand

<table>
<thead>
<tr>
<th>Instruction (4725 minutes)</th>
<th>Topic Categories</th>
<th>Target (18900 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recall/Reproduction</td>
<td>Skill Concepts</td>
</tr>
<tr>
<td>----------------------------</td>
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<tr>
<td>0.000</td>
<td>0.000</td>
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<tr>
<td>0.059</td>
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<td>0.220</td>
<td>0.099</td>
<td>0.125</td>
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<td>0.003</td>
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<td>0.013</td>
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<tr>
<td>0.007</td>
<td>0.003</td>
<td>0.002</td>
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<tr>
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<td>0.003</td>
<td>0.004</td>
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<td>0.016</td>
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<td>0.040</td>
<td>0.005</td>
<td>0.030</td>
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<tr>
<td>0.023</td>
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<td>0.031</td>
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<td>0.003</td>
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<tr>
<td>0.138</td>
<td>0.272</td>
<td>0.139</td>
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</tbody>
</table>

- **Phonological awareness**: 0.007
- **Phonics and word recognition**: 0.000
- **Fluency to support comprehension**: 0.000
- **Text and print features**: 0.000
- **Comprehension**: 0.000
- **Comprehension of Textual Elements**: 0.015
- **Comparison of Textual Elements**: 0.011
- **Comprehension monitoring strategies**: 0.003
- **Author's craft**: 0.014
- **Critical Analysis**: 0.014
- **Vocabulary**: 0.014
- **Listening and speaking**: 0.011
- **Writing processes and strategies**: 0.019
- **Writing contexts**: 0.019
- **Writing application**: 0.019
- **Writing components**: 0.019
- **Writing conventions**: 0.019
- **Spelling**: 0.019

**Total**:
- Recall/Reproduction: 0.166
- Skill Concepts: 0.615
- Strategic and Extended Thinking: 0.219

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Picture of Math Practices/Processes

Math Practice/Process

View data table
Picture of Text Complexity

![Graph showing text complexity over time]

Legend:
- Literary1
- Literary2
- Informational1
- Informational2

Instructional Log Dates:
- 06/30/2016
- 07/20/2016
- 09/02/2016

Legend:
- Literary1
- Literary2
- Informational1
- Informational2

Graph shows the trend of text complexity over the specified dates.
Picture of Instructional Accommodations

Bar chart showing the percentage of activities for different instructional accommodations:
- Remove context/words from word problems
- Provide below-grade instructions
- Assign below-grade problems
- Focus only on solution, not explanation of description

Legend:
- Median Target Student
- ELL Target Student
- SwD Target Student

View data table
Tool to Support Reflection: Video Recording of Instruction

- **Teacher video records a lesson**
  - Completes an instructional log for that lesson
  - Identifies the standard addressed in the lesson
  - Uploads associated materials from the lesson

- **Teacher receives feedback on the lesson through a series of video clips that support reflection on**
  - Alignment of log report to observed instruction
  - Alignment of stated standard to observed instruction
  - Maintenance of cognitive demand for all students, including ELLs and SWDs
Support from a FAST Coach

• **Individual coaching sessions**
  – discuss the content of instruction shown in the log reports and video
    » Coach chooses illustrative video clips for discussion and reflection
  – examine relevant resources from the project’s online library of aligned resources
  – identify actionable next steps

• **Grade-level, collaborative academic study teams (CASTs)**
  – orientation to aspects of the FAST program (initial meetings, only)
  – discuss standards in upcoming instruction
  – examine relevant resources from the project’s online library of aligned resources
  – collaboratively plan for instruction
Online Library of Resources

• Resources to help teachers better
  – Understand the standards
  – Align instruction to the standards
  – Support ELLs and SWDs with aligned, grade-level material
  – Maintain a supportive, classroom environment (classroom management)
**Typical Month: 4 week cycles**

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
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<tr>
<td></td>
<td>Submit video with supplementary items</td>
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<td>45 minute CAST meeting</td>
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<td>14</td>
<td>15</td>
<td>16</td>
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<tr>
<td></td>
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<td>Complete instructional log</td>
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<td>19</td>
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<td>21</td>
<td>22</td>
<td>23</td>
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<td>Complete instructional log</td>
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</tbody>
</table>

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Test of the FAST Intervention

• Test the impact of the FAST intervention on
  – alignment of teachers’ instruction to state standards, measured by the SEC
  – student achievement, measured by state tests and a Center-developed test

• School level random assignment within district
  – 60 schools total (6 schools per district, 2 districts per state, 5 states)
  – 3 schools assigned to treatment, 3 to control in each district, resulting in 30 treatment schools, 30 control

• Subject-specific test
  – Mathematics intervention tested in Grade 4 (assume 75 teachers in treatment schools)
  – ELA intervention tested in Grade 5 (assume 75 teachers in treatment schools)