

The Evolution of the AIM Package: Evidence and Lessons Learned from a Schoolwide Literacy Model Approach

Jade Wexler, Ph.D.
March 27, 2025

Acknowledgements

- U.S. Department of Education, Institute of Education Sciences (IES)
- U.S. Department of Education, Office of Special Education Programs (OSEP)
- School partners



Agenda

- Background and the need for schoolwide literacy models
- Lessons learned from a schoolwide literacy model approach
- Indicators of promise and impact
- Resources
- Next steps
- Final Reflection



What this Presentation IS and IS NOT...

A story of lessons learned from a series of rigorous research studies

An overview of practices and resources

An opportunity to learn about and reflect on considerations for implementation

A detailed professional development session

Going to get in the 'weeds'

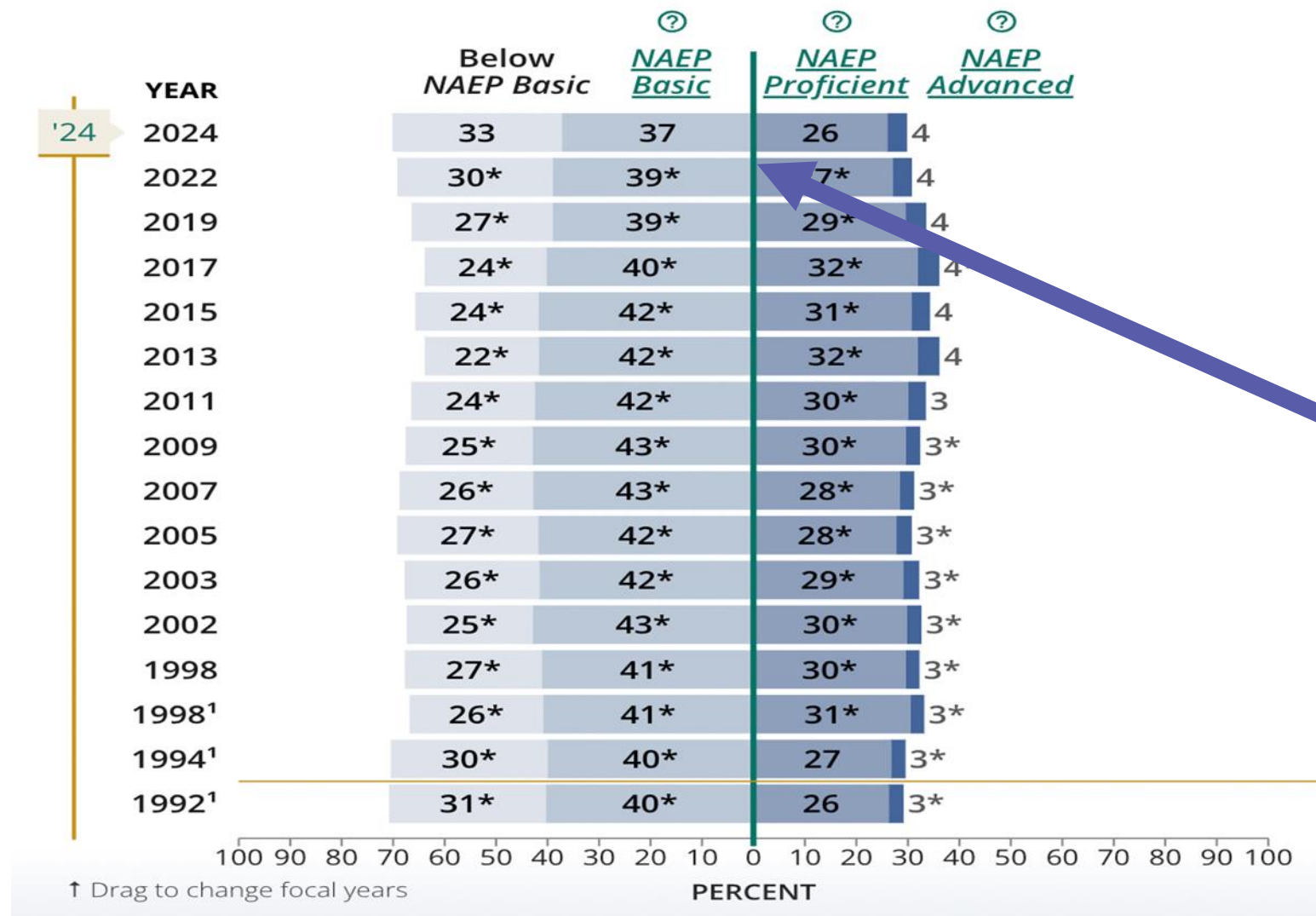


www.aimcoaching.org
www.meadowscenter.org

A large teal circle occupies the upper half of the image. A thin vertical line extends from the top edge of the circle down to the text.

The Reality

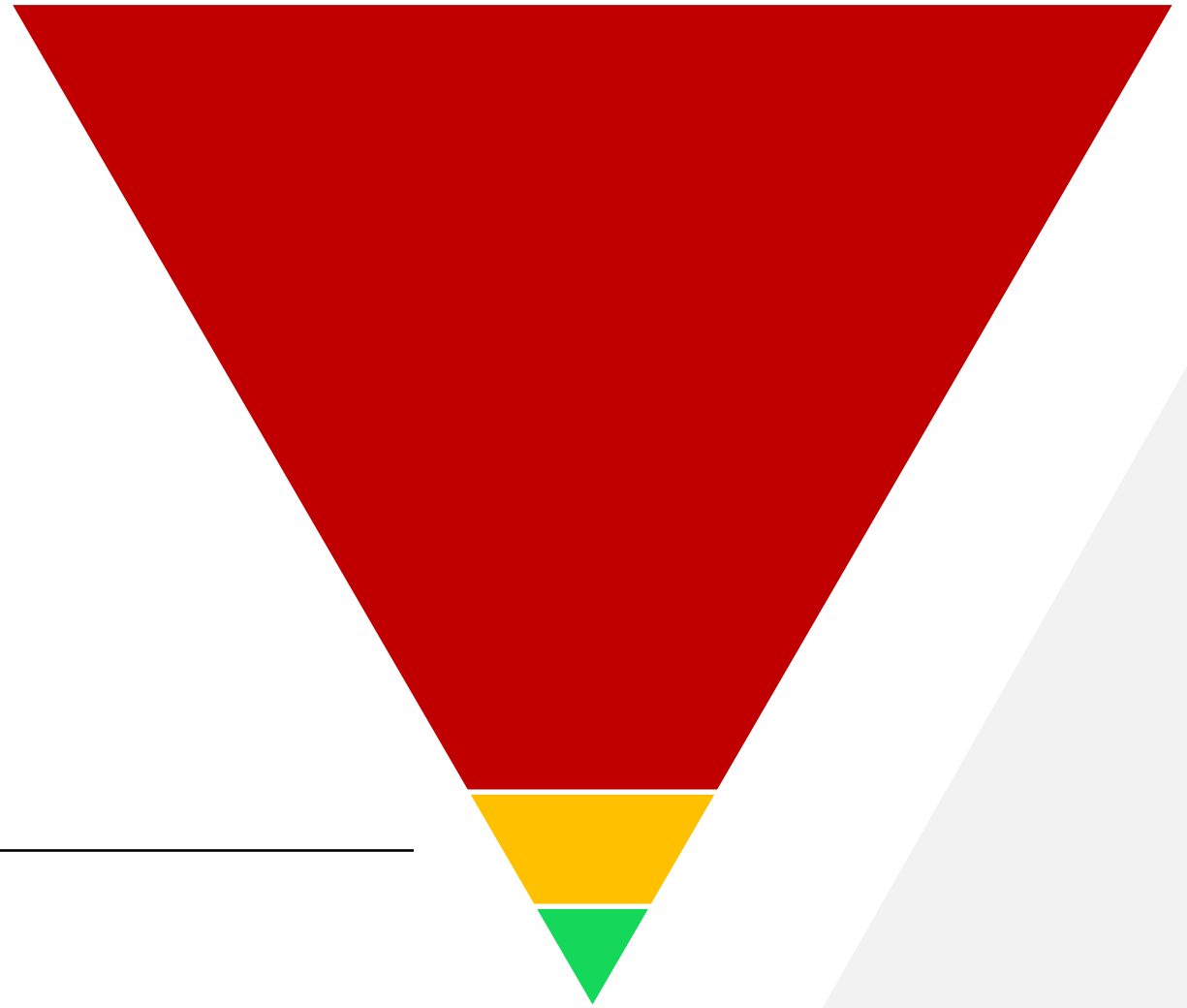
Many Middle School Students Struggle with Reading



NAEP Proficient

- locate **information**
- identify **main idea**
- identify **order of events**
- make **simple inferences**
- Identify one or both sides of an **argument in informational text**
- interpret **meaning of a word** as it is used in text

**Flipped
Triangle**





There's a need to be able to **read and comprehend complex text to acquire content knowledge** at the secondary level



Every Morning...



School-Wide Literacy Model Approach: Providing for Struggling Readers in an Efficient Way



1

Science



1

Social Studies



1

ELA



5

Reading/SPED

Guidance from the Institute of Education Sciences

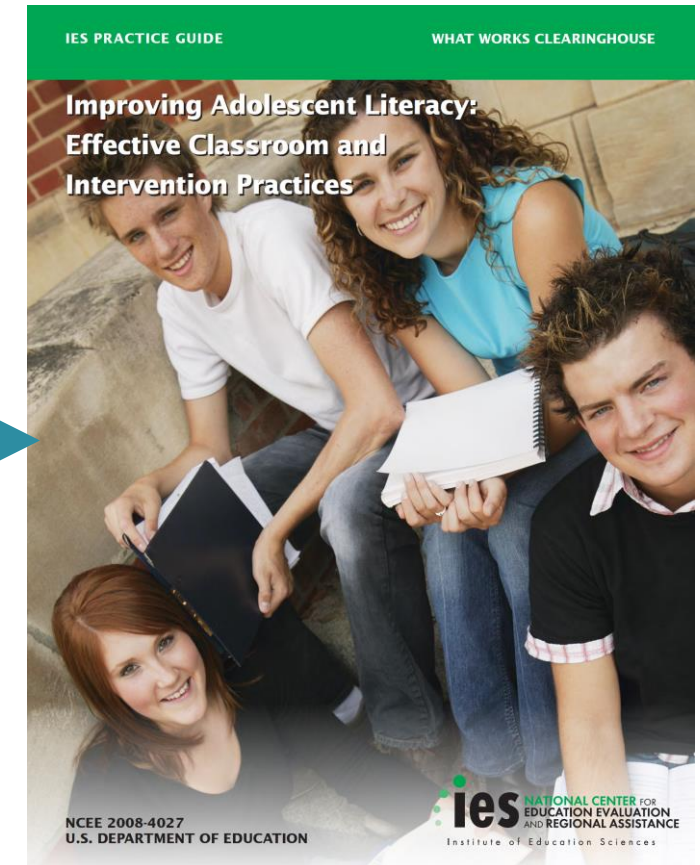
U.S. Department of
Education

Institute of Education
Sciences

Research arm of the
U.S. DOE

Independent and
Non-Partisan

Mission: Provide
scientific evidence on
which to ground
education practice.



aim
coaching

IES Recommendations Based on Strong or Moderate Scientific Evidence

Provide explicit vocabulary instruction

Strong

Provide explicit comprehension

Strong

Modeling and
Guided Practice

“They always tell us to get the main idea but no one ever shows us—how do you [actually] get the main idea?”

Increase student motivation and
engagement in literacy learning

Moderate

Make available intensive interventions for
struggling readers.

Strong

Corrective
Feedback

Guidance from the Institute of Education Sciences

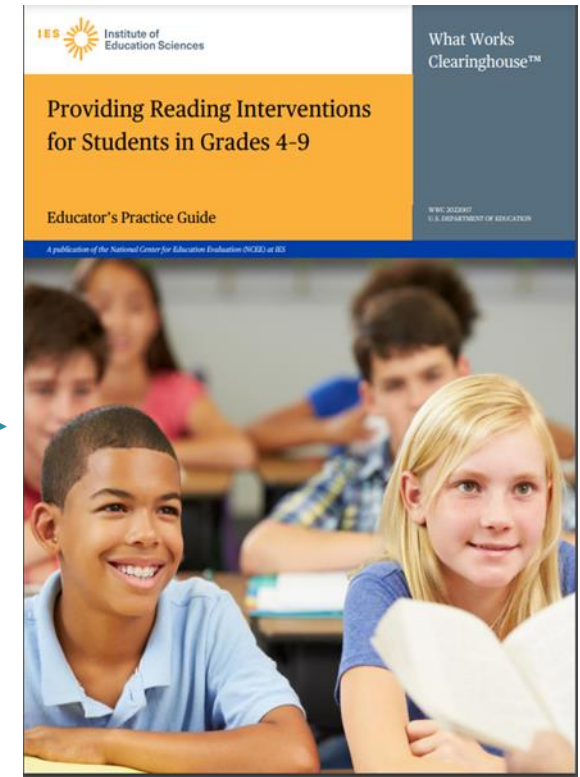
U.S. Department of
Education

Institute of Education
Sciences

Research arm of the
U.S. DOE

Independent and
Non-Partisan

Mission: Provide
scientific evidence on
which to ground
education practice.



IES Recommendations Based on Strong or Moderate Scientific Evidence Providing Reading Interventions for Students in Grades 4-9 (2022)



Build students decoding skills so they can read complex multisyllabic words

Strong

Provide fluency-building activities to help students read effortlessly

Strong

Routinely use a set of comprehension-building practices to help students make sense of text

Strong

Provide students with opportunities to practice making sense of stretch text.

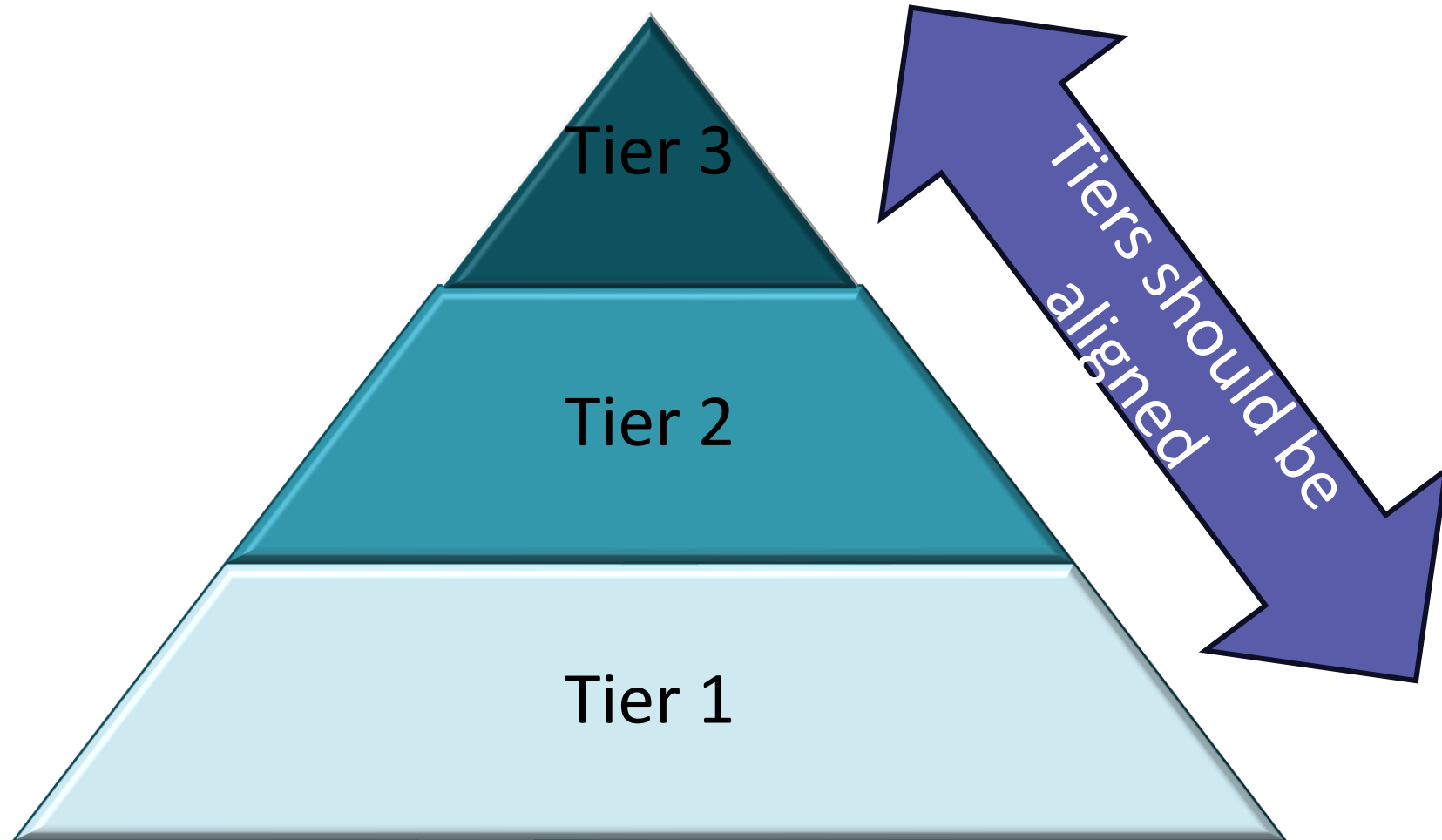
Moderate

Modeling and Guided Practice

Opportunities to Respond and Practice

Corrective Feedback

Alignment Between Tiers of Support



Example: Alignment Between Tiers



Evidence-Based Comprehension Building Practices

Tier 1

1

Science



1

Social Studies



1

ELA



Topics &
Texts

Tiers 2/3
Increase
dosage/
intensity
[and don't
forget word
study]

A Schoolwide Literacy Model Approach

- **Phase I:** PACT (IES)
- **Phase II:** PACT Plus (OSEP)
- **Phase III:** AIM Coaching (IES)
- **Phase IV:** The AIM Package (OSEP)

Phase I: PACT

US History; 8th grade; unit-based content approach

Comprehension Canopy	Essential Words	Critical Reading	Team-Based Learning
Building background knowledge	Building vocabulary knowledge	Facilitating text comprehension through reading and text-based discussion	<ul style="list-style-type: none">• Comprehension Checks• Knowledge Acquisition

Content Approach to Reading Instruction

Characterizes written content as the vehicle for instruction, engaging students in building coherent representations of the ideas presented in print.

Construction-Integration Model (Kintsch, 1998) operationalizes this approach

- Students read text to construct and link understandings
- Integrate these new ideas from text with previously learned content (their prior knowledge)

Instructionally

- Includes a focus on discourse about text

Comprehension Canopy Routine 7–10 minutes

Materials

Video: “America, the Story of Us: Life in Jamestown”

Introduction and Prior Knowledge

What do you already know about colonial America?

Discuss student answers.

In this unit, we will learn about the English settlement of North America, a time called “colonial America.” These years begin with the first attempts to establish English colonies in America and end with three distinct colonial regions: the New England colonies, the middle colonies, and the southern colonies. In this unit, we will ask these questions: “How were these regions different?” and “What caused them to develop differently?”

Springboard

- Introduce the video.

This video is about the first English settlers in America. It will prepare you to learn more about why these settlers made the decision to go to America, even when they knew they would face grave danger.

- Provide a purpose for viewing the video.

As you watch the video, think about three things: (1) What were some reasons people immigrated to the Americas? (2) What was life like in colonial America? and, finally, (3) Why do you think the colonies developed so differently?

- Show the video.
- Prompt students to begin a “turn and talk” activity.

Would you ever leave your hometown? Why? What were some reasons people immigrated to the Americas?

colony

Land and communities controlled by a distant country



Related Words: *settlement, dependent*

Example Usage:

American **colonies** were required to follow the laws of England. Because the **colonies** were so far away, these laws were difficult to enforce.

Example: *Rhode Island in 1670*

Nonexample: *Rhode Island in 2013*

Turn and Talk:

Colonies are dependent on their mother countries for safety and money. Who are you dependent on? Talk about a time when you wanted more independence from this person.

Visions of the New World

(1)

JAMESTOWN, 1607: THE FIRST MONTHS

Our men were destroyed with cruel diseases, such as swellings, fluxes, burning fevers, and by wars. Some departed suddenly, but for the most part they died of mere famine. There were never Englishmen left in a foreign country in such misery as we were in this new discovered Virginia. Our food was but a small can of barley sod in water, to five men a day. Our drink was cold water taken out of the river, which was at a flood very salty, at a low tide full of slime and filth, which was the destruction of many of our men. Thus we lived for five months in this miserable distress. If it had not pleased God to have put a terror in the savages' hearts, we would have all perished by those wild and cruel pagans, being as weak as we were. To hear the pitiful murmurings and outcries of our sick men without relief, every night and day, for six weeks would make one's heart bleed. Some departed out of the world, many times three or four men in a night. In the morning, their bodies trailed out of their cabins like dogs to be buried. In this sort did I see the mortality of diverse of our people.

What is happening in Jamestown?

What does this text show us about life in the earliest colony?

(2)

JAMESTOWN, 1609–1610: STARVING TIME

Now for all of us at Jamestown, beginning to feel that sharp prick of hunger which no man can truly describe, a world of miseries followed. Some, to satisfy their hunger, have robbed the store, for which I caused them to be executed. Some, having fed upon horses and other beasts as long

as they lasted, were glad to make shift with vermin as dogs, cats, rats, and mice. Some were forced to search the woods and to feed upon serpents and snakes, where many of our men were cut off of and slain by the savages. And now, famine beginning to look so ghastly and pale in every face, nothing was spared to maintain life.

Adapted from Tyler, L. G. (Ed.). (1907). *Narratives of early Virginia, 1606–1625*. New York, NY: Scribner's. Full text available at <http://etext.lib.virginia.edu/etcbin/jamestown-browsemod?id=J1063>

How are the colonists feeling?

How does the experience of the colonists contrast with what they had expected?

After reading this passage, what is one thing that you wonder?

PACT Efficacy

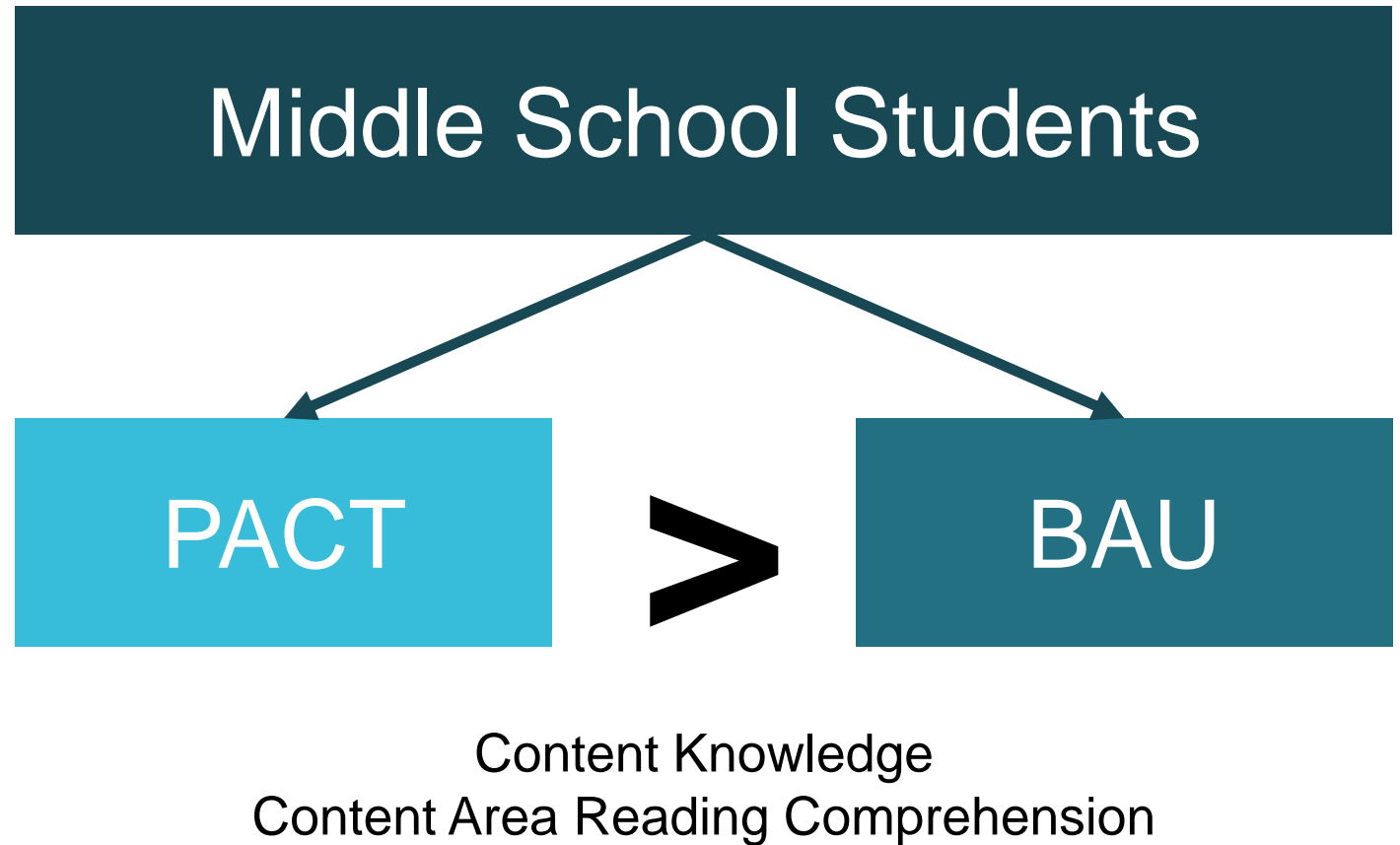
Vaughn et al., 2013



Content Knowledge
Content Area Reading Comprehension
General Reading Comprehension

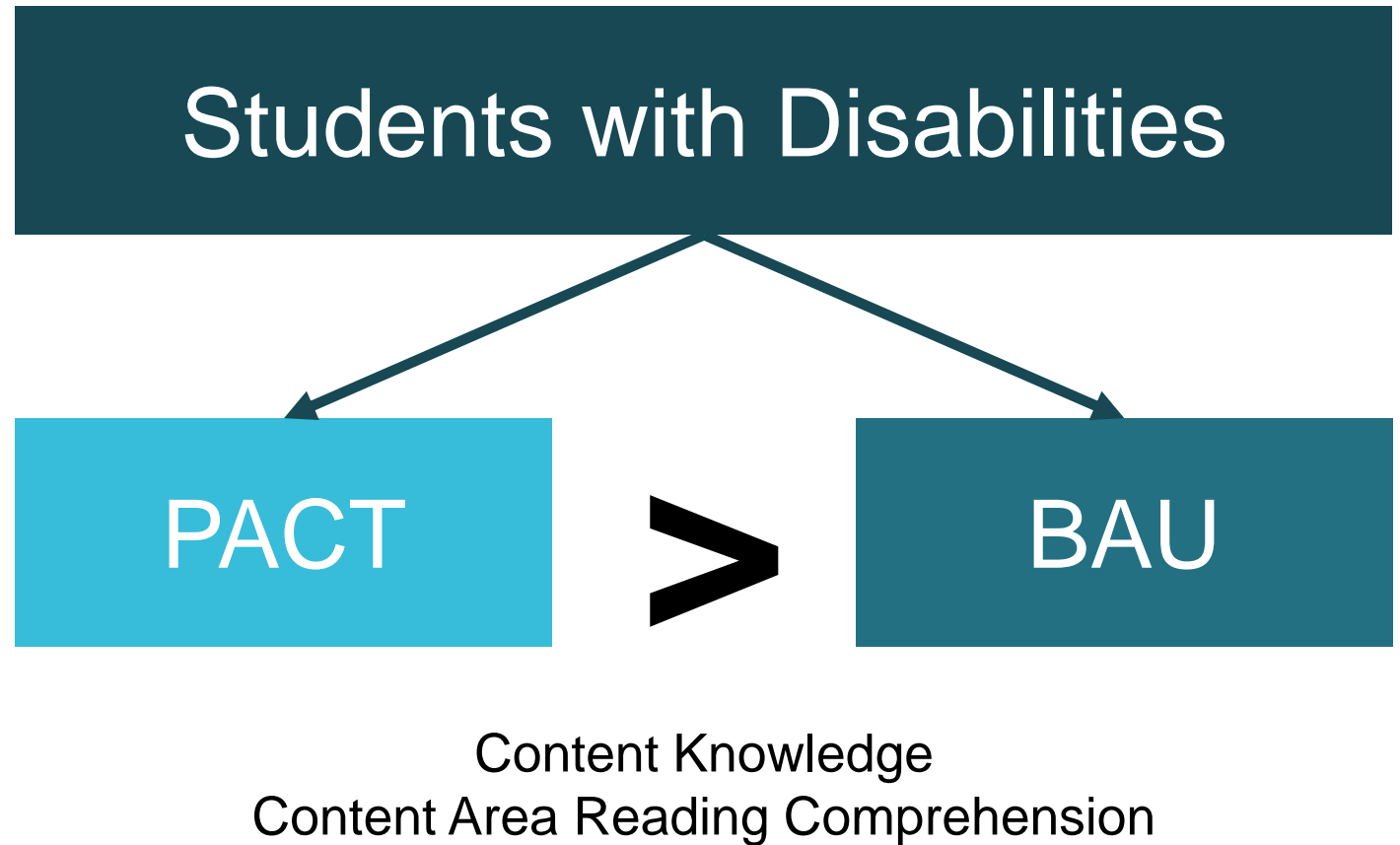
PACT Efficacy

Vaughn et al., 2015



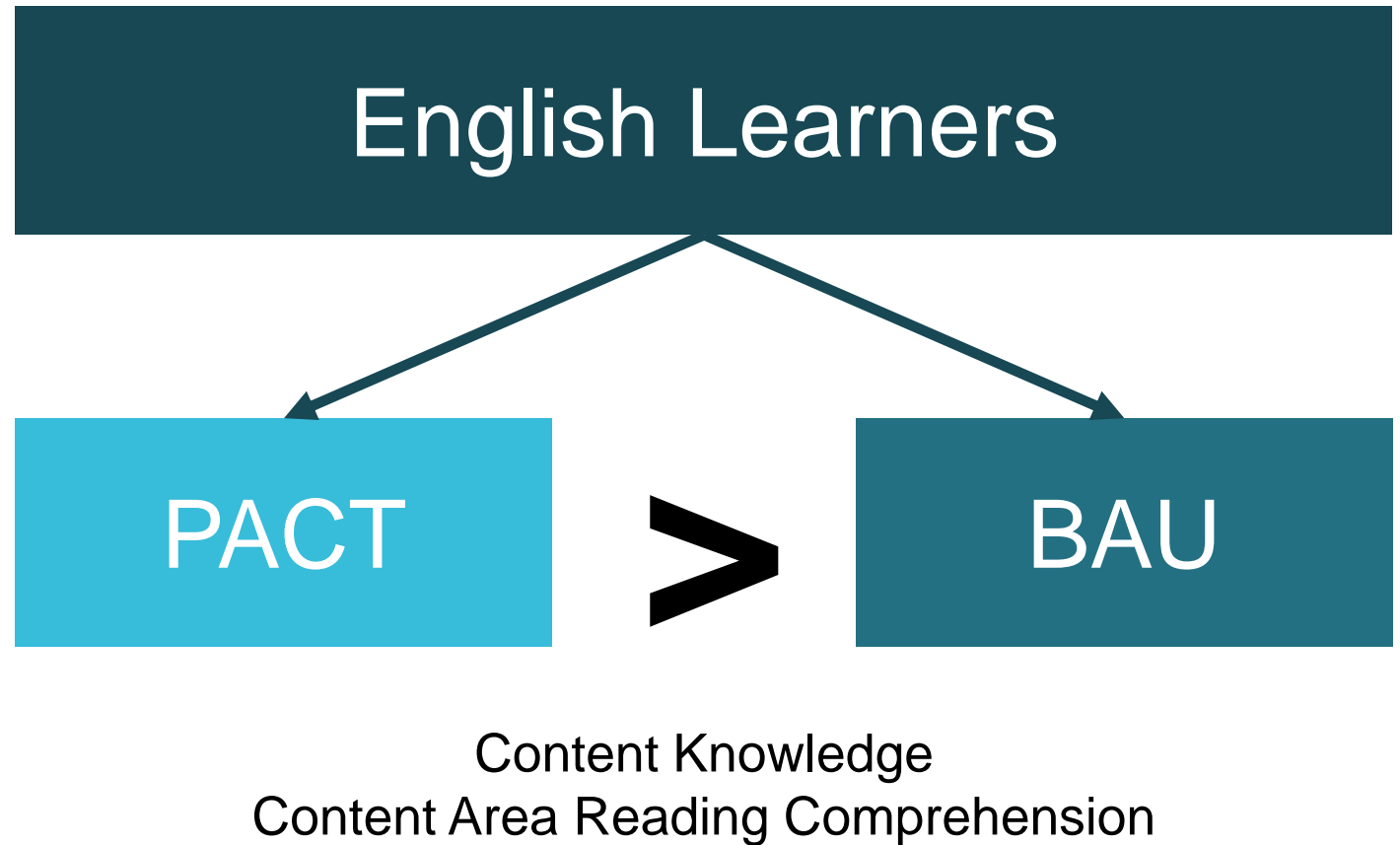
PACT Efficacy

Swanson et al., 2015



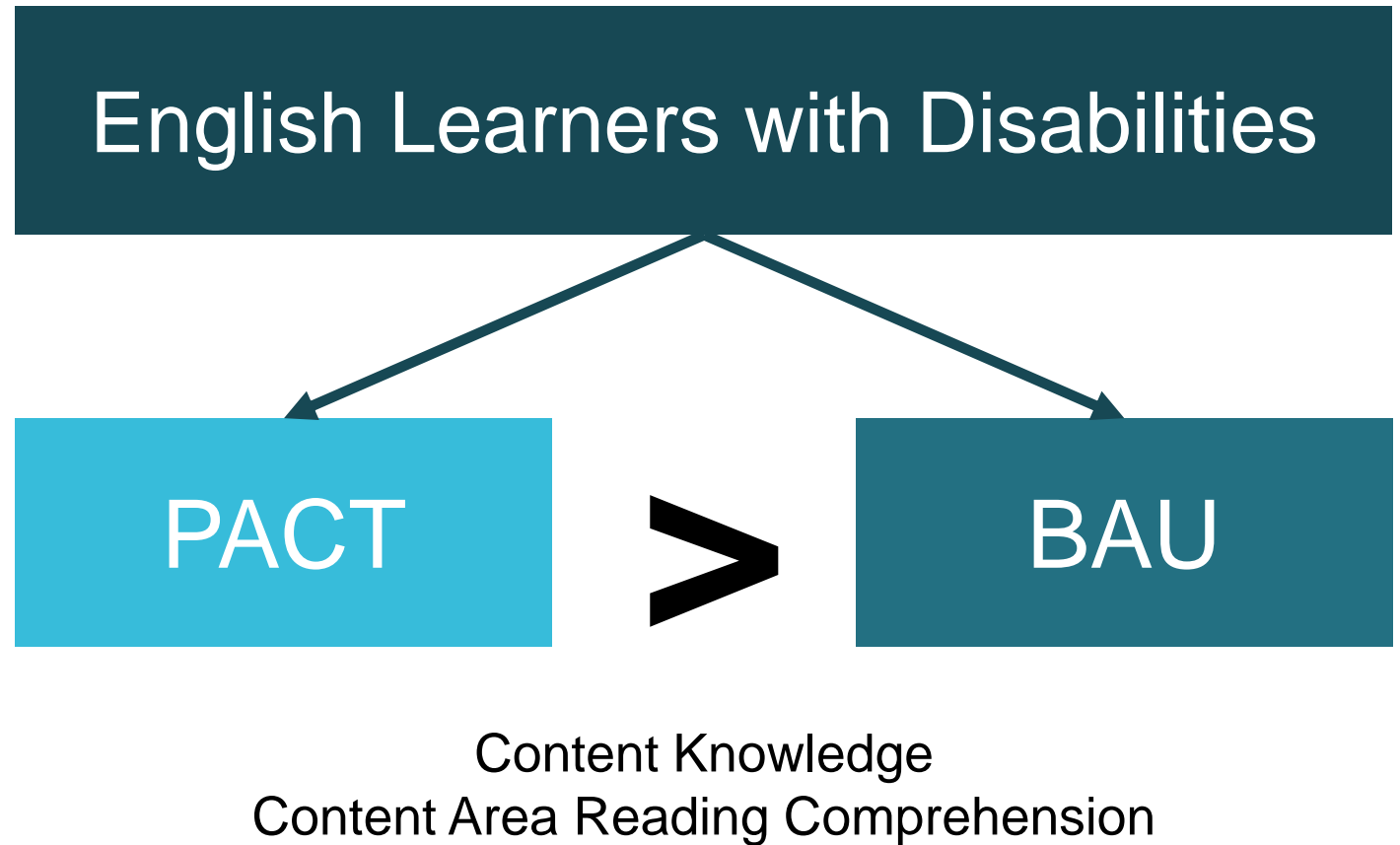
PACT Efficacy

Vaughn et al., 2017



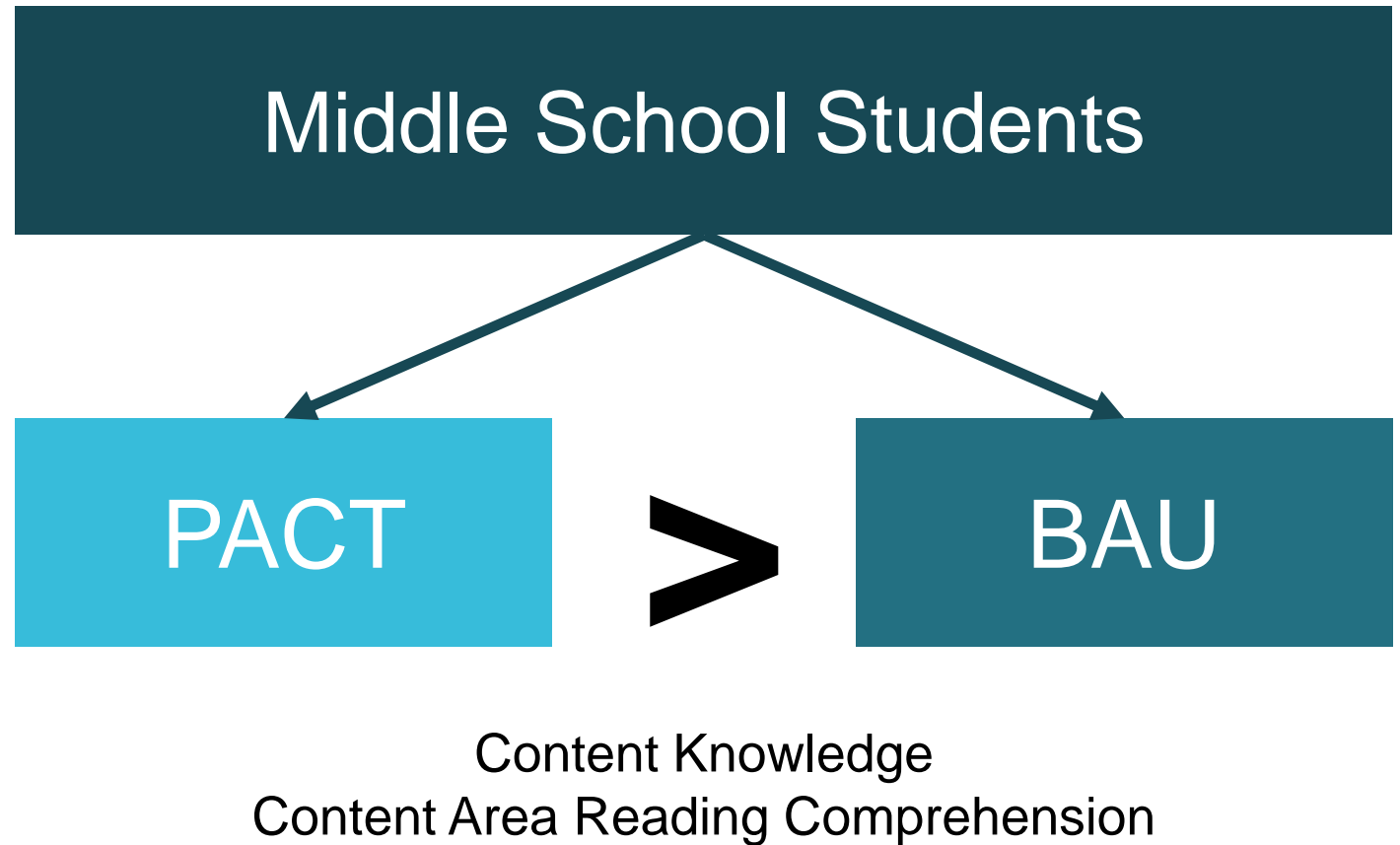
PACT Efficacy

Wanzek et al., 2016



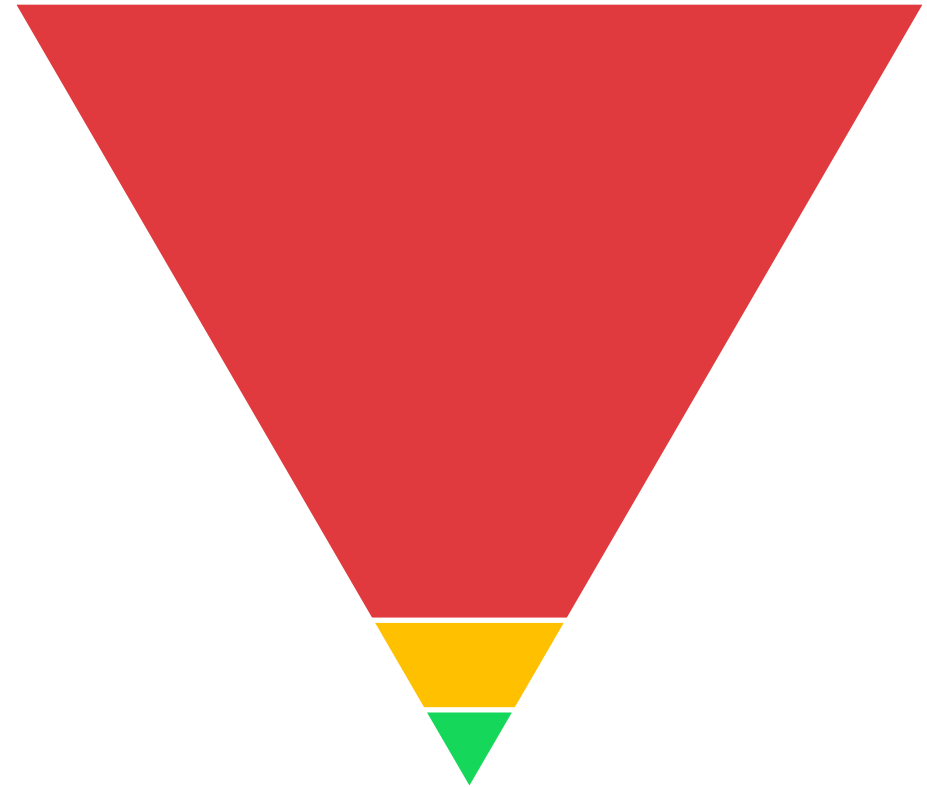
PACT Effectiveness

Roberts et al., 2023



Phase II: PACT Plus

How can we extend PACT
beyond social studies?



PACT Plus Practices



Content and curriculum agnostic; text-based

Comprehension Canopy	Essential Words	Critical Reading
Building background knowledge	Building vocabulary knowledge	Facilitating text comprehension through reading and text-based discussion

Implementation Summary

Sustaining Teacher and Administrator Perceptions of...

The Practices

- simple
- routine-like
- allowed for 'customization'

The Students

- the practices are beneficial for many students
- some would have benefitted from some more intensive/explicit instruction

The School Level Supports

- Admin prioritized and ensured effectiveness
- coaching was helpful but not 'enough' to address teachers' varying skill and will needs

Identifying a Need

Teachers
Need Ongoing
PD



Instructional
Coaches are
Stretched
Thin



Coaching model that
tailors activities to
teachers' needs in a
way that maximizes
coaching time

Phase III: AIM Coaching

IES:

To evaluate AIM Coaching under *rigorous research conditions*—with a focus on promise of effectiveness

(Wexler, Swanson, & Roberts)

www.aimcoaching.org



2020

Year 1
Multi-Survey Study

Year 2
Design & Pilot Testing

Year 3
Pilot RCT

Year 4
Sustainability

University of Maryland



Jade Wexler
Ph.D., PI



Karen Omohundro
Doctoral Candidate,
Project Director



Yang Fu
GRA



Jamie Smith
GRA



Anne Murphy Karabell
GRA

University of Texas
at Austin (IES)



Elizabeth Swanson
Ph.D., Co-PI



Blair Payne, BCBA
GRA

Other Investigators
& Former
Collaborators



Alexandra Shelton, Ph.D.
Investigator, former
Project Director



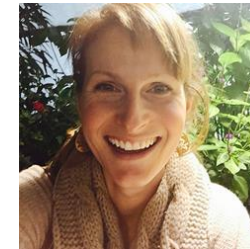
Robin Sayers, Ph.D.



Kristabel Stark, Ph.D.



Nancy Scammacca Lewis,
Ph.D.



Erin Hogan, Ph.D.

AIM Coaching Team



Julianna Kim, Ph.D.



Tara Burke Johnson,
Ph.D.

Advisory Board &
Methodologists



Sharon Vaughn, Ph.D.
University of Texas



Mary Brownell, Ph.D.
University of Florida



Greg Roberts, Ph.D.
University of Texas



Anna Mari Fall, Ph.D.
University of Texas

Advisory Board

Methodologists

Implementation Summary

Sustaining Teacher and Administrator Perceptions of...

The Practices

- simple
- routine-like
- allowed for 'customization'

The Students

- the practices are beneficial for many students
- some would have benefitted from some more intensive/explicit instruction

The School Level Supports

- Admin prioritized and ensured effectiveness
- coaching was helpful but not 'enough' to address teachers' varying skill and will needs

**More Intensive
Explicit
Instruction
Options**

The Integration of
Strategy
Instruction:
Get the Gist
with
Gist Pointers

PACT Plus Practices

Content and curriculum agnostic; text-based

Comprehension Canopy	Essential Words	Critical Reading
Building background knowledge	Building vocabulary knowledge	Facilitating text comprehension through reading and text-based discussion

Reading Rope

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

LINGUISTIC COMPREHENSION

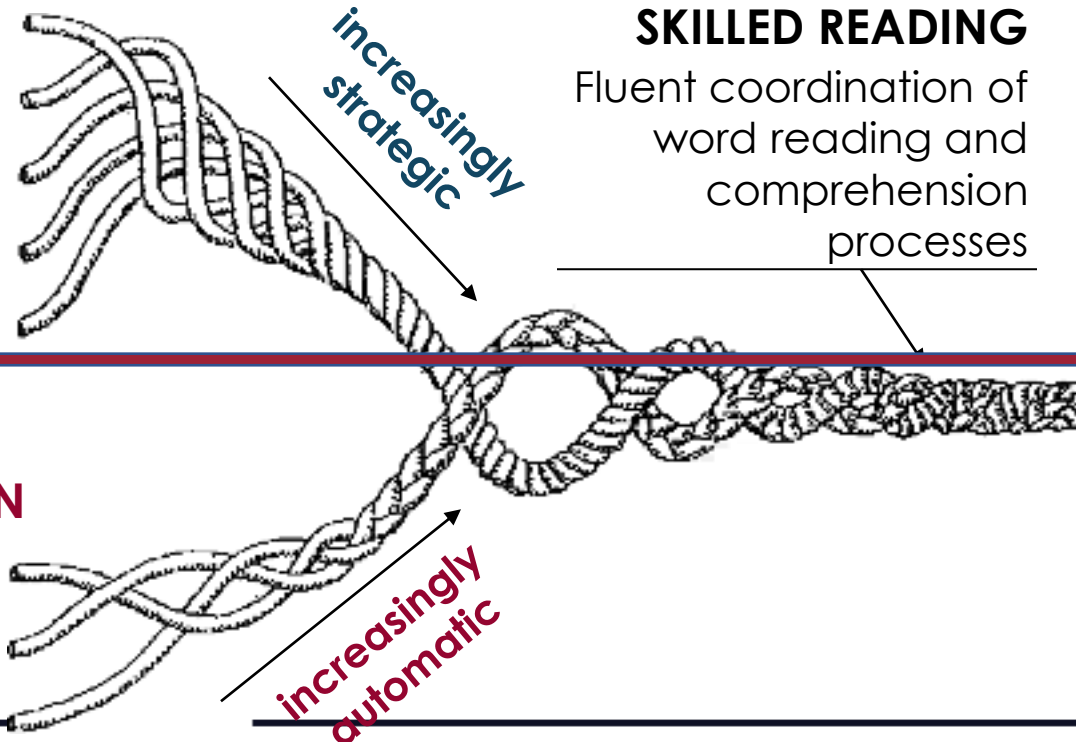
Background Knowledge
Vocabulary Knowledge
Language Knowledge
Verbal Reasoning
Literacy Knowledge

SKILLED READING

Fluent coordination of
word reading and
comprehension
processes

WORD RECOGNITION

Phonemic Awareness
Decoding (and Spelling)
Sight Recognition



PACT Plus Practices in AIM Coaching

Content and curriculum agnostic; text-based

Comprehension Canopy	Essential Words	Critical Reading
Building background knowledge	Building vocabulary knowledge	Facilitating text comprehension through reading and text-based discussion and get the gist

Embedded Explicit Strategy Instruction Option

Get the Gist Cue Card

Step 1 – Answer: Who or what is this section mostly about?

- Is anyone or anything mentioned most frequently?
- Be sure to check pronouns, pictures, captions, and headings.

Step 2 – Answer: What is the most important information about the who or what?

- What information relates to the:
 - who or what,
 - culminating question, and/or
 - essential word(s)?
- Be sure to check pictures, captions, and headings.

Step 3 – Write a gist statement.

- Be sure your statement identifies:
 - the most important who or what and
 - the most important information about the who or what.
- Be sure your statement is short but complete with:
 - a capital letter,
 - a period, and
 - approximately 10 words.

Visions of the New World

(1)

JAMESTOWN, 1607: THE FIRST MONTHS

Our men were destroyed with cruel diseases, such as swellings, fluxes, burning fevers, and by wars. Some departed suddenly, but for the most part they died of mere famine. There were never Englishmen left in a foreign country in such misery as we were in this new discovered Virginia. Our food was but a small can of barley sod in water, to five men a day. Our drink was cold water taken out of the river, which was at a flood very salty, at a low tide full of slime and filth, which was the destruction of many of our men. Thus we lived for five months in this miserable distress. If it had not pleased God to have put a terror in the savages' hearts, we would have all perished by those wild and cruel pagans, being as weak as we were. To hear the pitiful murmurings and outcries of our sick men without relief, every night and day, for six weeks would make one's heart bleed. Some departed out of the world, many times three or four men in a night. In the morning, their bodies trailed out of their cabins like dogs to be buried. In this sort did I see the mortality of diverse of our people.

What is happening in Jamestown?

What does this text show us about life in the earliest colony?

(2)

JAMESTOWN, 1609–1610: STARVING TIME

Now for all of us at Jamestown, beginning to feel that sharp prick of hunger which no man can truly describe, a world of miseries followed. Some, to satisfy their hunger, have robbed the store, for which I caused them to be executed. Some, having fed upon horses and other beasts as long

Model Get the Gist

The Venus flytrap is an insect-eating plant that lives mostly on the East Coast. Found primarily in swampy parts of the United States, like North and South Carolina, the Venus flytrap has colorful pink and green hues. Like most other plants, Venus flytraps get some nutrients from the soil, but since swampy areas tend to have soil that is nutrient-poor, it is hard for the plant to get nutrients from there. As a result, the flytrap has evolved to not only rely on the soil to survive. The Venus flytrap is a carnivorous plant because it catches insects and eats them to get the nutrients that it can't get from the soil.

Section 1	
Who/What?	Most Important Information
Venus flytrap	
Gist Statement	

Model Get the Gist

The Venus flytrap is an insect-eating plant that lives mostly on the East Coast. Found primarily in swampy parts of the United States, like North and South Carolina, the Venus flytrap has colorful pink and green hues. Like most other plants, Venus flytraps get some nutrients from the soil, but since swampy areas tend to have soil that is nutrient-poor, it is hard for the plant to get nutrients from there. As a result, the flytrap has evolved to not only rely on the soil to survive. The Venus flytrap is a carnivorous plant because it catches insects and eats them to get the nutrients that it can't get from the soil.

Section 1	
Who/What?	Most Important Information
Venus flytrap	Eats insects to get nutrients Lives in swamps Gets little nutrients from soil
Gist Statement	
The Venus flytrap eats insects because it gets few nutrients from soil.	

Partner Reading Get the Gist Cue Card

Step 1 - Read the section.

- Partner 1 reads the section.
- Partner 2 follows along.

Step 2 - Get the gist.

- Partner 1: Who or what is this section mostly about?
- Partner 2: I think this section is mostly about ____.
- Partners discuss.
- Partner 2: What is the most important information about the who or what?
- Partner 1: I think the most important information is ____.
- Partners discuss.
- Write the gist statement.

Step 3 - Repeat Steps 1 and 2.

Implementation Summary

Sustaining Teacher and Administrator Perceptions of...

The Practices

- simple
- routine-like
- allowed for 'customization'

The Students

- the practices are beneficial for many students
- some would have benefitted from some more intensive/explicit instruction

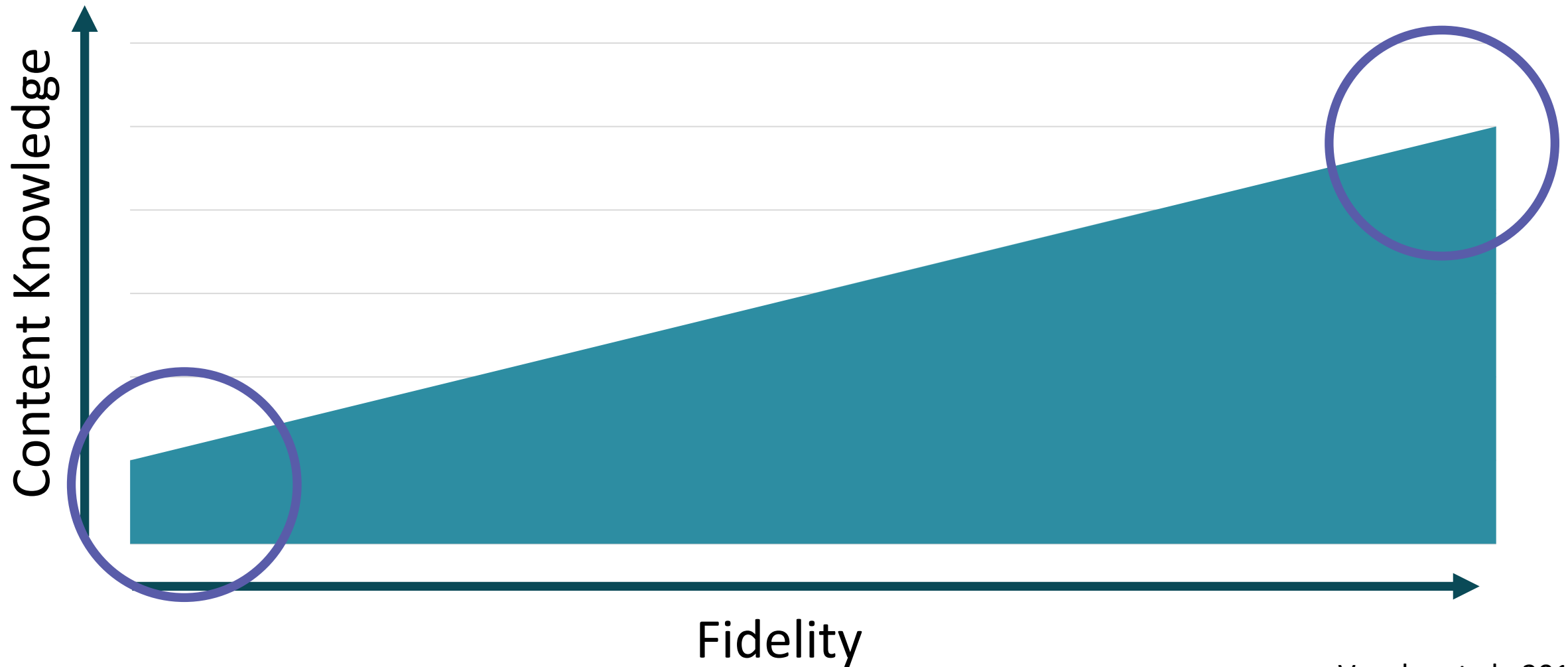
The School Level Supports

- Admin prioritized and ensured effectiveness
- coaching was helpful but not 'enough' to address teachers' varying skill and will needs

**Fidelity with
Allowable
Customization**

**Negotiables
and
Non-Negotiables**

Fidelity Matters: PACT Study



Tension Between Fidelity and Students' Needs

EDUCATION OPINION

Why Is Fidelity Always Seen as the New Four-Letter Word?

By George Toman — January 05, 2020 ⌚ 6 min read

BUT Let's Consider This....

- How **practitioners** perceive and implement an intervention provides **valuable insight** into its potential acceptability, feasibility, usability, and sustainability (Harn, et al., 2013; Rademaker, et al., 2021).
- **Some adaptations** may even **increase the efficacy** of the intervention (Castro, Barrera, & Martinez, 2004; Webster-Stratton et al., 2011).

Fidelity Accounting for Students' Needs



Pacing

Minute	Monday	Tuesday	Wednesday	Thursday	Friday
5		Comprehension Canopy			
10		Essential Words			
15		CR Sections 1-4 + Culminating Question			
20					
25					
30					
35					
40					
45					

Minute	Monday	Tuesday	Wednesday	Thursday	Friday
5	Comprehension Canopy	CR Section 2	CR Section 3	CR Section 4 + Culminating Question	
10	Essential Words				
15	CR Section 1				
20					
25					
30					
35					
40					
45					

PACTive Ingredients

Practice	Non-Negotiables	Negotiables – when appropriate
Comprehension Canopy	Provides background information necessary to comprehend the text Keep it short	Uses springboard format other than visual; Facilitates turn and talk with small groups vs pairs
Essential Words	Teaches 1-2 words Keep it short	Does not use EW organizer; Does not include non-example
Critical Reading	Facilitates comprehension and content acquisition	Uses an explicit instruction continuum based on data

Embedded Explicit Strategy Instruction Option

Get the Gist Cue Card

Step 1 – Answer: Who or what is this section mostly about?

- Is anyone or anything mentioned most frequently?
- Be sure to check pronouns, pictures, captions, and headings.

Step 2 – Answer: What is the most important information about the who or what?

- What information relates to the:
 - who or what,
 - culminating question, and/or
 - essential word(s)?
- Be sure to check pictures, captions, and headings.

Step 3 – Write a gist statement.

- Be sure your statement identifies:
 - the most important who or what and
 - the most important information about the who or what.
- Be sure your statement is short but complete with:
 - a capital letter,
 - a period, and
 - approximately 10 words.

Visions of the New World

(1)

JAMESTOWN, 1607: THE FIRST MONTHS

Our men were destroyed with cruel diseases, such as swellings, fluxes, burning fevers, and by wars. Some departed suddenly, but for the most part they died of mere famine. There were never Englishmen left in a foreign country in such misery as we were in this new discovered Virginia. Our food was but a small can of barley sod in water, to five men a day. Our drink was cold water taken out of the river, which was at a flood very salty, at a low tide full of slime and filth, which was the destruction of many of our men. Thus we lived for five months in this miserable distress. If it had not pleased God to have put a terror in the savages' hearts, we would have all perished by those wild and cruel pagans, being as weak as we were. To hear the pitiful murmurings and outcries of our sick men without relief, every night and day, for six weeks would make one's heart bleed. Some departed out of the world, many times three or four men in a night. In the morning, their bodies trailed out of their cabins like dogs to be buried. In this sort did I see the mortality of diverse of our people.

What is happening in Jamestown?

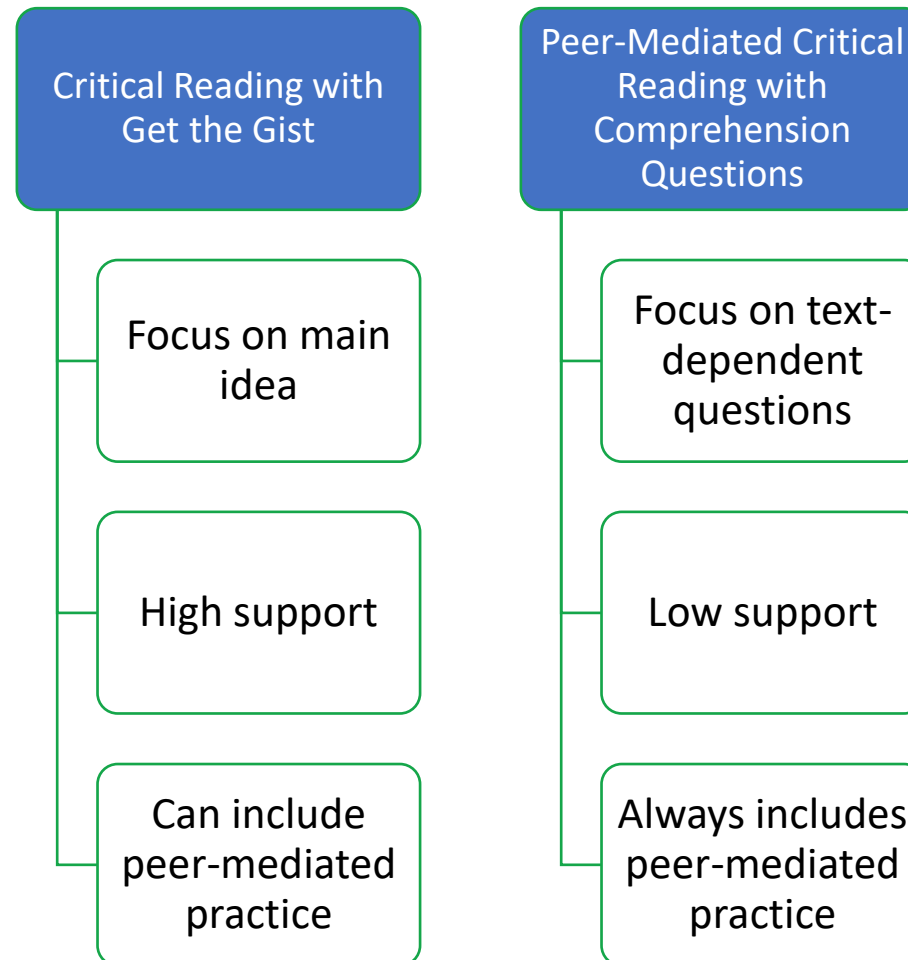
What does this text show us about life in the earliest colony?

(2)

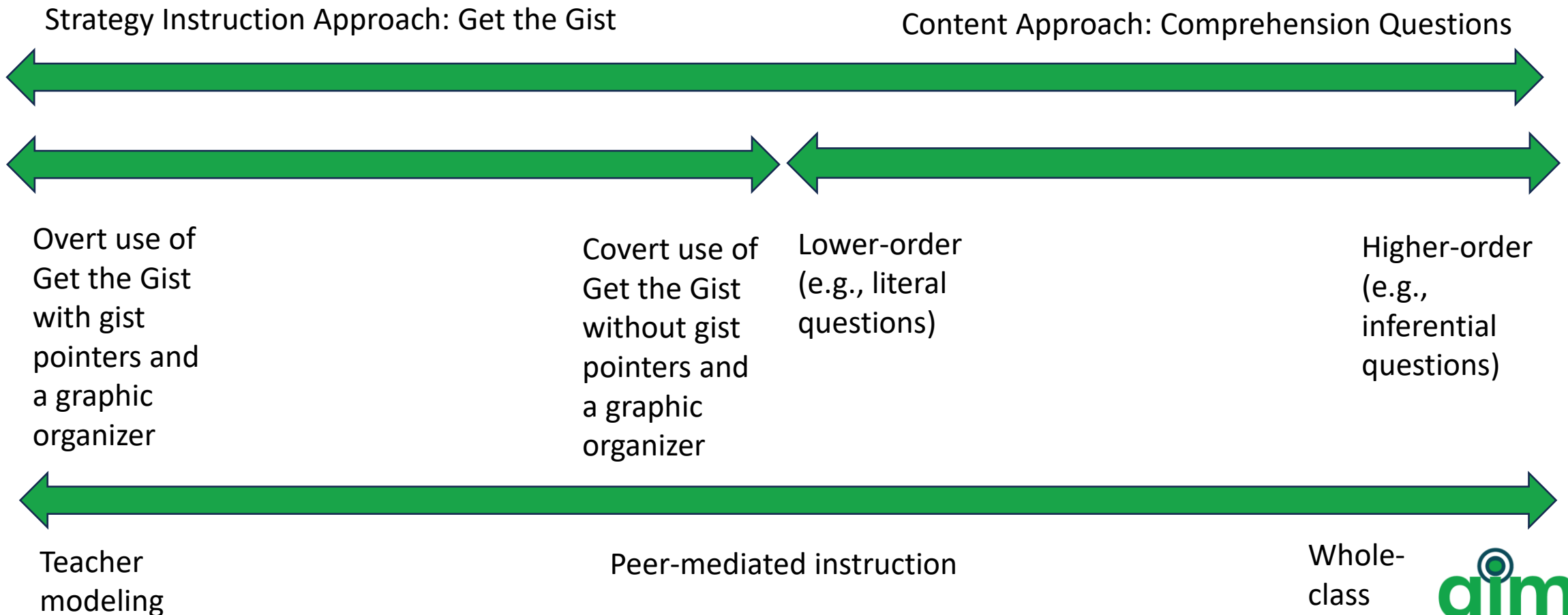
JAMESTOWN, 1609–1610: STARVING TIME

Now for all of us at Jamestown, beginning to feel that sharp prick of hunger which no man can truly describe, a world of miseries followed. Some, to satisfy their hunger, have robbed the store, for which I caused them to be executed. Some, having fed upon horses and other beasts as long

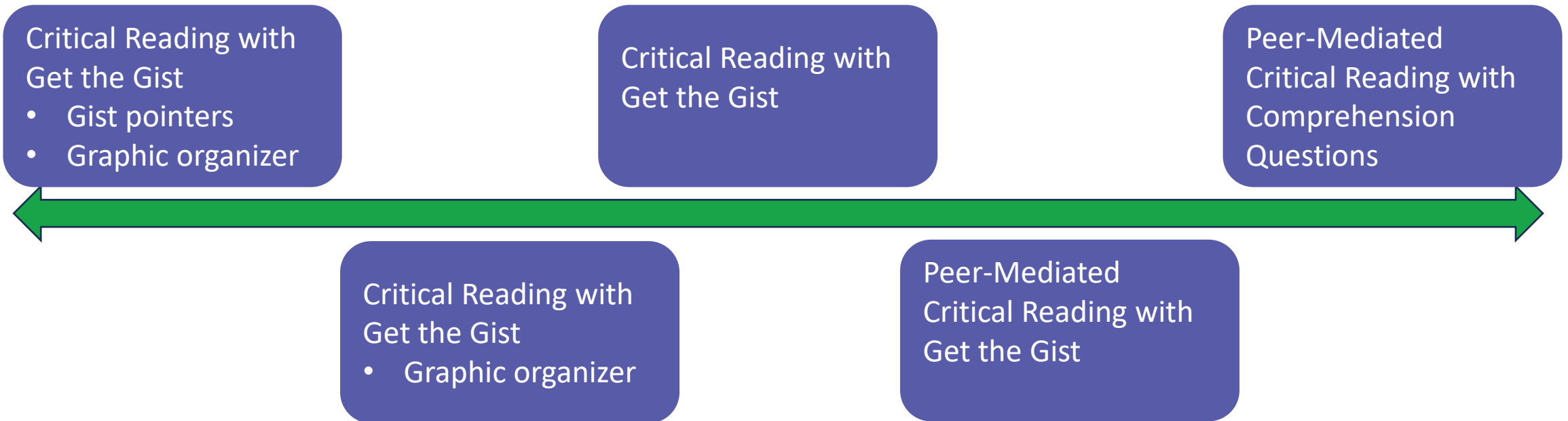
Two Options for Critical Reading



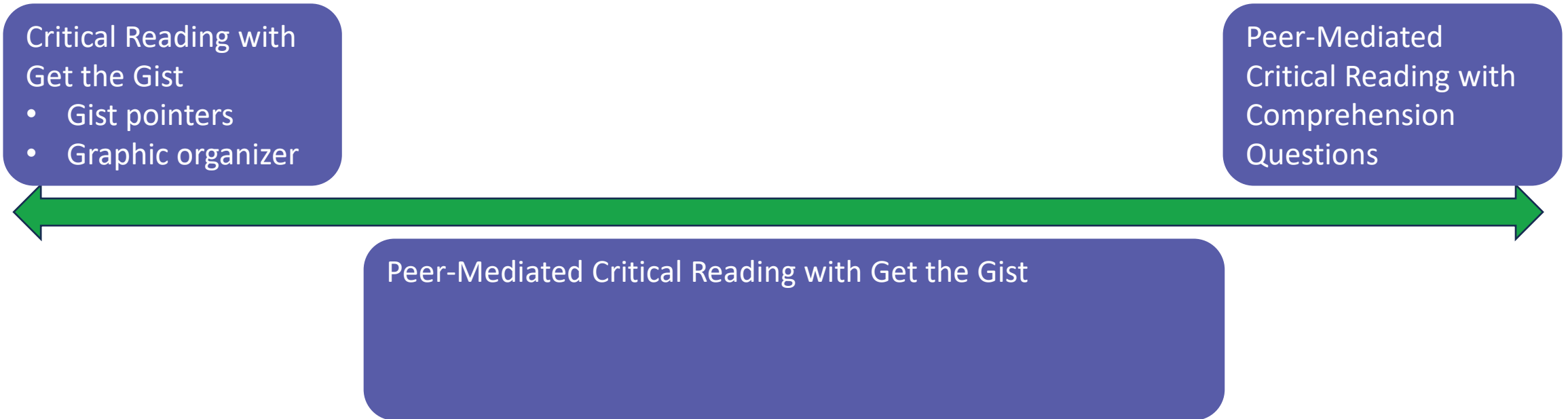
Critical Reading: An Explicit Instruction Continuum



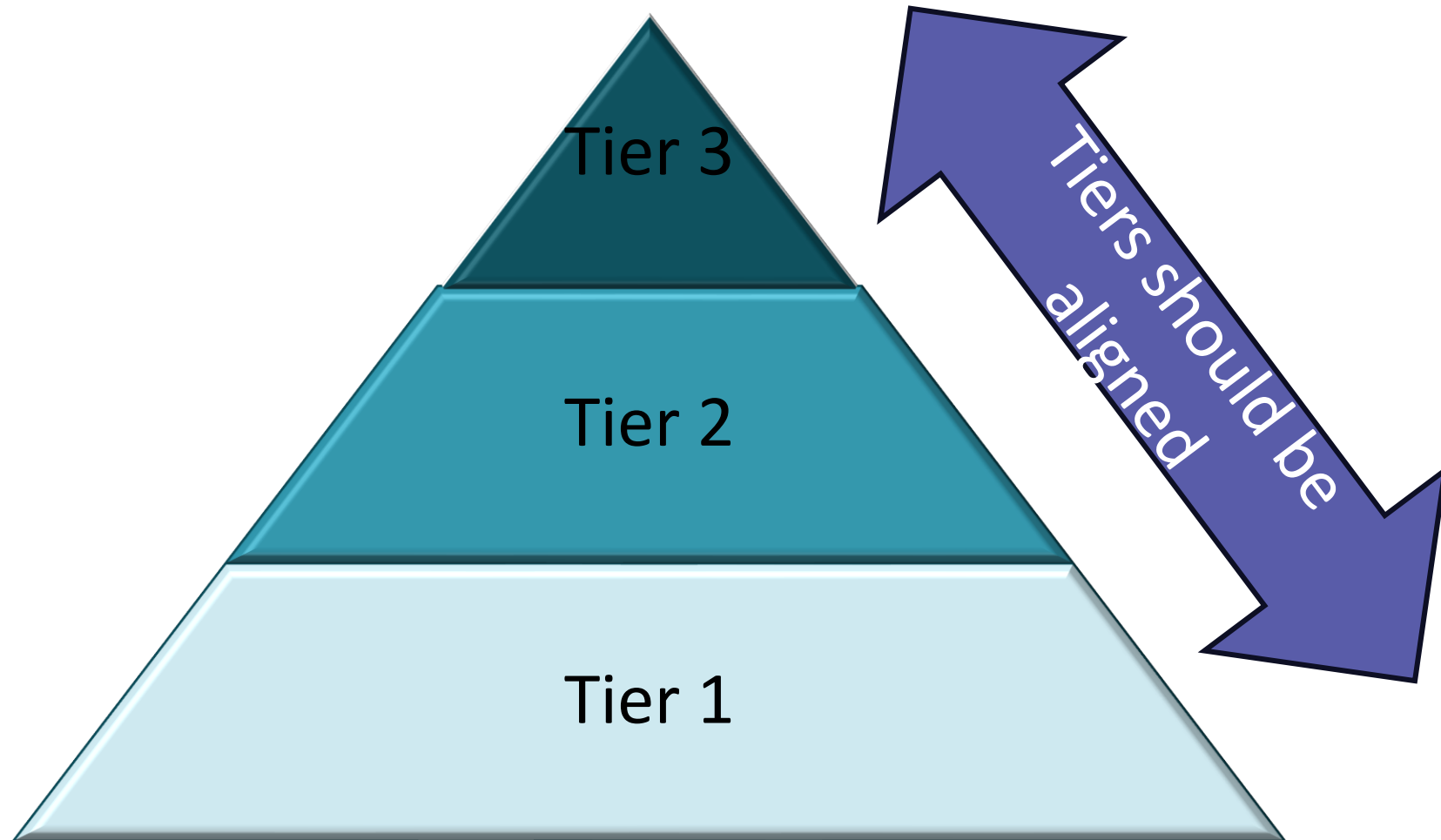
Sample Progression for Critical Reading



Sample Progression for Critical Reading



AND, remember this...



Sentence-Level Gist

Get the Gist Steps

1. Answer: Who or what is this section mostly about?
2. Answer: What is the most important information about the who or what?
3. Write a gist statement.

Sentence-Level Gist Steps

1. Identify who or what **each sentence** is mostly about. Think about pronouns!
2. Select **2 important words** about the who or what from each sentence.
3. **Identify** the most important who or what and the most important words about the who or what to write a gist statement.

Sentence-Level Gist

Fred Korematsu was born on January 30, 1919, in Oakland, California. He is best known for being a civil rights activist. Growing up, Fred faced racism. Many people in the United States looked down on people of Asian descent and thought they were inferior. After graduating from high school, Fred worked at a shipyard. Then when he showed up to work one day, he was fired because of his Japanese ancestry.

Sentence-Level Gist

Section 1		
Sentence	Who/What	Two Important Words
1	Fred Korematsu	born 1919
2	He (Fred Korematsu)	civil rights activist
3	Fred	faced racism
4	Asian	thought inferior
5	Fred	worked shipyard
6	He (Fred Korematsu)	fired → Japanese
7		
8		
9		
10		
11		

Gist Statement

Fred Korematsu was a Japanese American civil rights activist who experienced racism.

Making data-based decisions: How do I know students are demonstrating proficiency?

Consider students':

- Annotations related to gist pointers or comprehension questions
- Graphic organizers (i.e., gist statements, responses to culminating questions)
- Written answers to comprehension questions
- Responses during text-based discussions
- Performance related to PACT Plus in other classes
- Reading assessment data

Data-Based Decision Making: Movement Through the Continuum (Example)

Section 5: Superstar of Science

Chimpanzees are our closest relatives. And nobody knows that better than Jane Goodall.

As a young woman, Goodall went to the jungles of Tanzania, a country in Africa, to study chimpanzees. At first, the chimps ran away whenever she was nearby. Eventually, the chimps learned to trust her.

Goodall discovered that chimps use tools, such as twigs, to "fish" for bugs. At the time, scientists thought only humans used tools.

Today, chimps are in danger of dying out. She works to save them and their habitat. "The least I can do is speak out for those who cannot speak for themselves," Goodall says.

- Be sure your statement identifies:
 - the most important who or what and
 - the most important information about the who or what.
- Be sure your statement includes:
 - a capital letter,
 - a period, and
 - approximately 10 words.

Section 5: Superstar of Science

Chimpanzees are our closest relatives. And nobody knows that better than Jane Goodall.

As a young woman, Goodall went to the jungles of Tanzania, a country in Africa, to study chimpanzees. At first, the chimps ran away whenever she was nearby. Eventually, the chimps learned to trust her.

Goodall discovered that chimps use tools, such as twigs, to "fish" for bugs. At the time, scientists thought only humans used tools.

Today, chimps are in danger of dying out. She works to save them and their habitat. "The least I can do is speak out for those who cannot speak for themselves," Goodall says.

- Be sure your statement identifies:
 - the most important who or what and
 - the most important information about the who or what.
- Be sure your statement includes:
 - a capital letter,
 - a period, and
 - approximately 10 words.

Jane Goodall is an expert on chimps and tries to save them.

1. The main idea is that Goodall went to Africa to study chimps
2. Chimpanzees are relatives of humans
3. The main idea is that she was in Africa
4. She loved chimps.
5. a young woman Goodall goes to habitat.
6. about animals

Data-Based Decision Making



Who/what errors

- Unspecific subject (“woman” instead of “Jane Goodall”)
- Missing subject (“studied chimps” instead of “Jane Goodall studied chimps”)
- Incorrect subject

Most important information errors

- No detail provided
- Supporting detail (“Jane Goodall went to Africa”)
- Extraneous detail (“Jane Goodall loved monkeys” - not in the text)

Plagiarism errors

Implementation Summary

Sustaining Teacher and Administrator Perceptions of...

The Practices

- simple
- routine-like
- allowed for 'customization'

The Students

- the practices are beneficial for many students
- some would have benefitted from some more intensive/explicit instruction

The School Level Supports

- Admin prioritized and ensured effectiveness
- coaching was helpful but not 'enough' to address teachers' varying skill and will needs

Identifying a Need

Teachers need ongoing PLO



- Lack of coaches
- Stretched thin
- Lack of guidance



Coaching model that:

- Tailors activities to teachers' needs
- Maximizes coaching time
- Allows for customization of the model

AIM Coaching

IES:

To evaluate AIM Coaching under *rigorous research conditions*—with a focus on promise of effectiveness

(Wexler, Swanson, & Roberts)

www.aimcoaching.org



2020

Year 1
Multi-Survey Study

Year 2
Design & Pilot Testing

Year 3
Pilot RCT

Year 4
Sustainability

How is AIM Coaching Unique?

Data-Based

- Use teachers' skill and will data to guide coaching decisions

Systematic

- Follow structured guidelines to differentiate support

Efficient

- Less support for some = more time for others

Coaching Model Development Barriers and Solutions



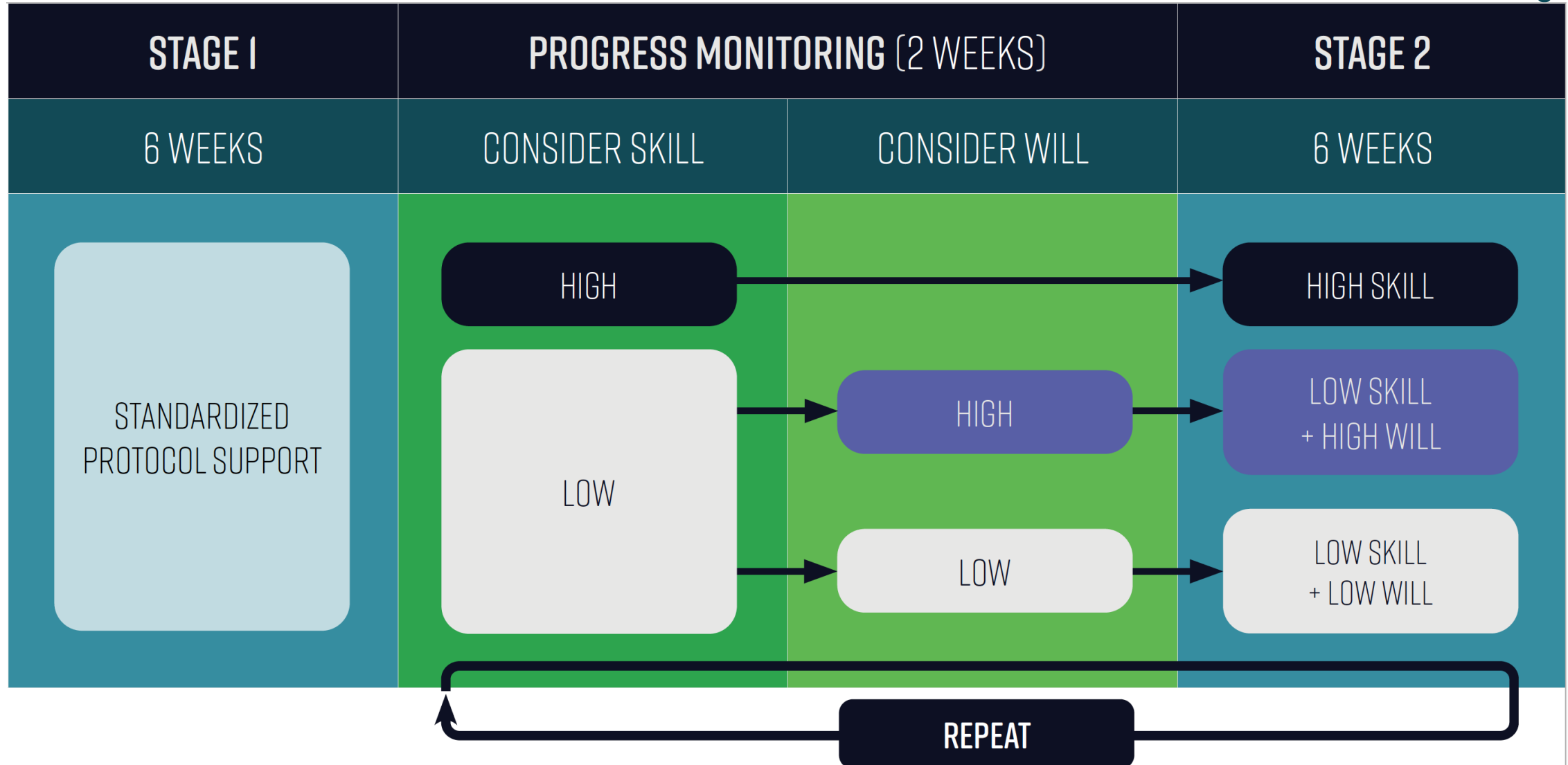
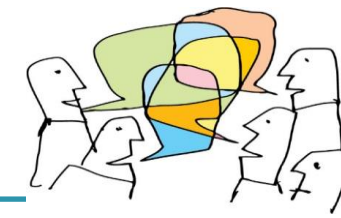
Barriers:

- Lack of coaches in middle schools
- Coaching across content-areas is hard
- Coaches had minimal literacy knowledge

Solutions:

- Allowed for a team of coaches
- Coaching PLC sessions supporting customizable coaching model
- Reinforced with online modules

AIM Coaching Model

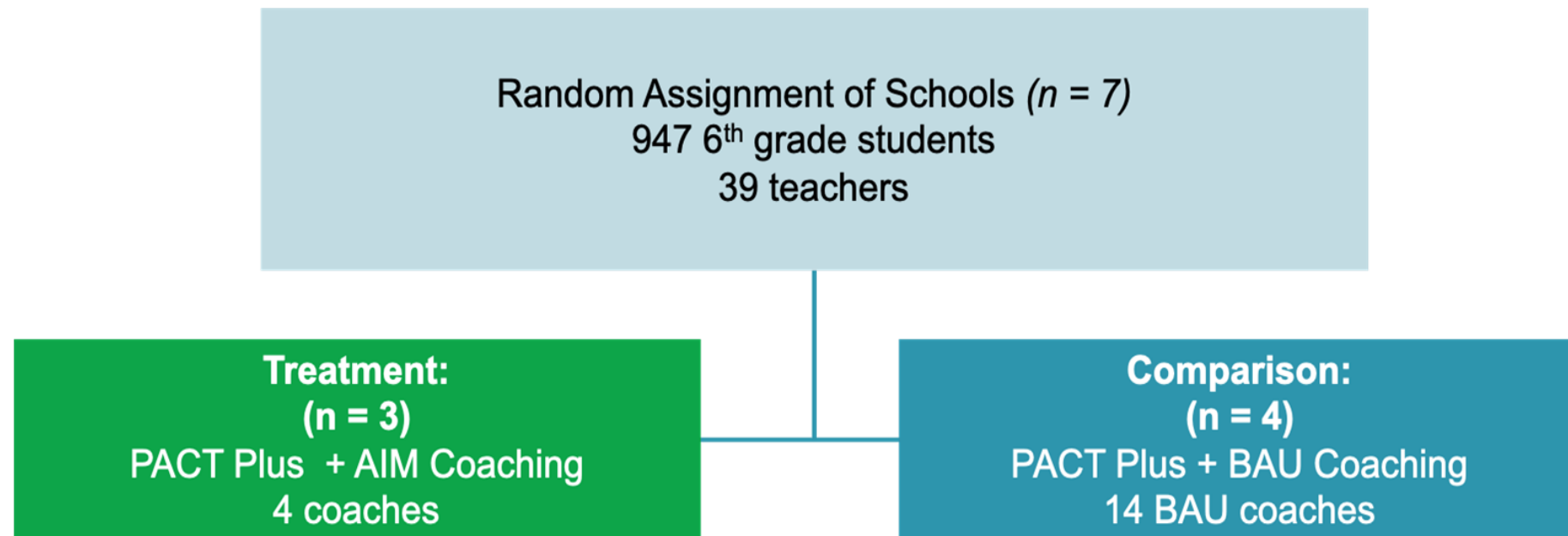


**Indicators of
Promise and
Impact: Phase
III and Phase IV**

AIM Coaching Findings
The Scale-Up
The Spread

Phase III: AIM Coaching Pilot Study

- School-level randomization to allow for model implementation
- Focused on **feasibility**, **teacher outcomes**, and **student outcomes**



Teacher Outcomes

PACT Plus Fidelity		
AIM Coaching*	>	BAU
Content Area Lit Instruction Self Efficacy		
AIM Coaching	>	BAU
Content Area Lit Instruction Collective Efficacy		
AIM Coaching	>	BAU

Student Outcomes

Full Sample: Distal RC

AIM
Coaching

>

BAU

Full Sample: Proximal RC

AIM
Coaching

<

BAU

Struggling Reader Sample: Distal RC

AIM
Coaching

>

BAU

Struggling Reader Sample: Proximal RC

AIM
Coaching

>

BAU

Phase IV: AIM Package Model Demonstration Project



Coach and Teacher Outcomes

AIM Coaching Fidelity

Moderate-
High

PACT Plus Fidelity

Moderate

Student Outcomes

Full Sample: Distal RC		
AIM Package*		$g = 0.39$
Full Sample: Proximal RC		
AIM Package*		$g = 0.37$
Struggling Reader Sample: Distal RC		
AIM Package*		$g = 0.70$
Struggling Reader Sample: Proximal RC		
AIM Package*		$g = 0.49$

Student Outcomes

Full Sample: CALSEM

AIM
Package

$g = 0.04$

Struggling Reader Sample: CALSEM

AIM
Package*

$g = 0.47$

Established Evidence of Generalizability

Diffusion Innovation Theory (Rogers, 2003)

- District has required PACT Plus training district-wide
- Co-implemented training and integrated our online modules into their own learning management system (i.e., Canvas)
- Creating materials such as lessons plans and pacing guides
- Beginning to explore implementation of AIM Coaching

13

High

Centers / 1 Program / 1 Special Service Program / 1

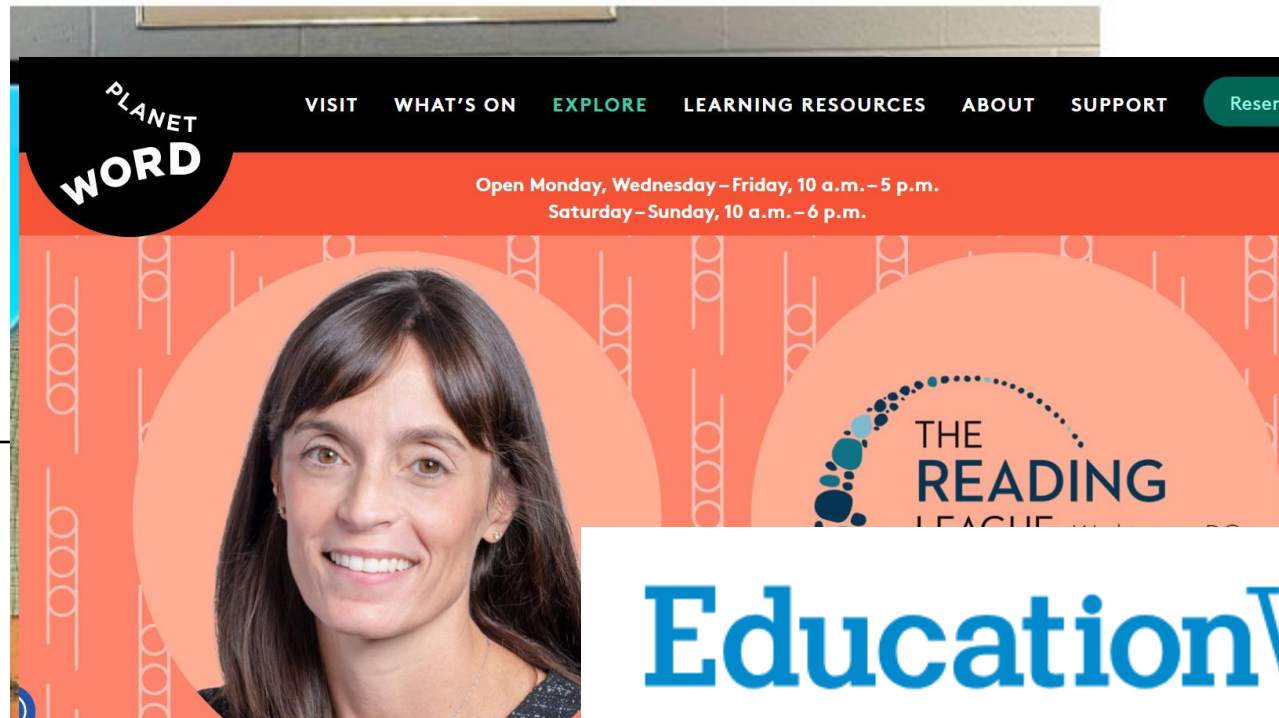
Technology High School

**STUDENT
DEMOGRAPHICS**

Our students speak



AGES



imes

NYC
Public
Schools

EducationWeek®

DCA
Ed
FUN
★ ★ ★

COACTION COLLECTIVE

School is the solution teaching reading
in every class?

Some high schools and states are experimenting with ways to integrate literacy instruction across all classes

Resources



This work was supported by the Institute of Education Sciences, U.S. Department of Education (grant R324A200012) and the Office of Special Education Programs, U.S. Department of Education (model demonstration H326M200015) to University of Maryland and The University of Texas at Austin. The opinions expressed are those of the authors and do not represent the views of the U.S. Department of Education.





WHAT IS AIM COACHING?

MEET THE TE



WHAT IS AIM COACHING?

MEET THE TEAM

RESOURCES

PROJECTS FUNDED



Next Steps

Development and
Innovation:
Project PACT+ AI

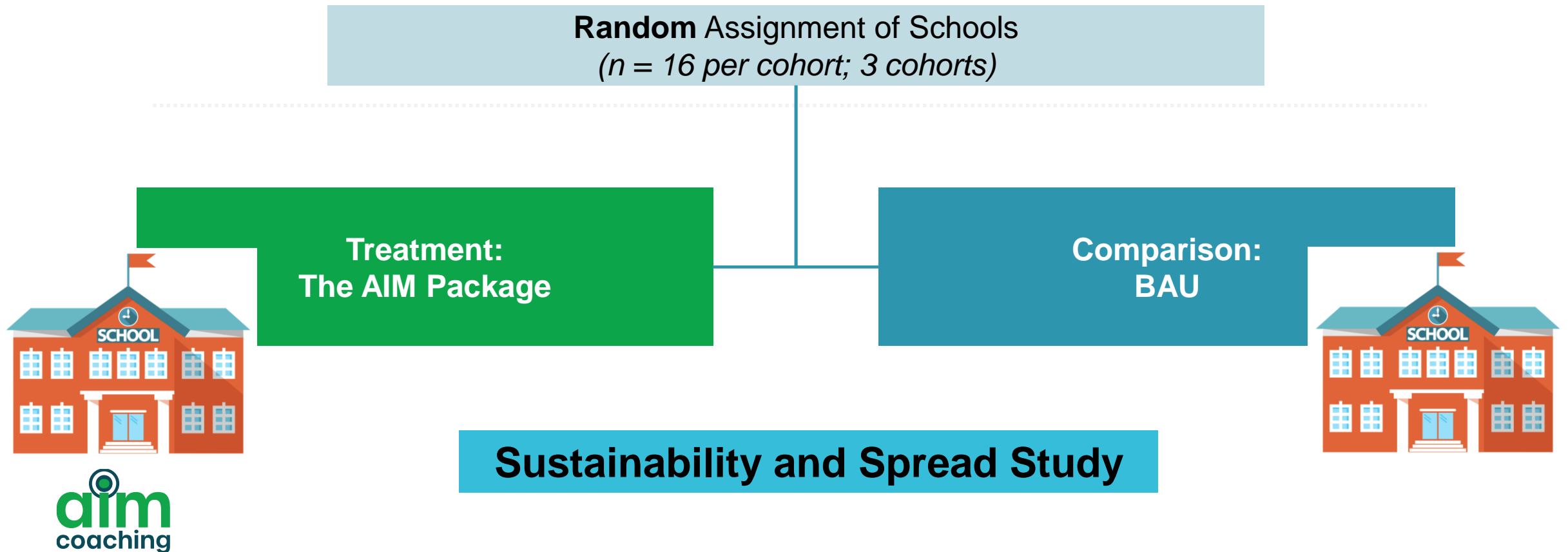
Impact: The
ImPACT of the
AIM Package

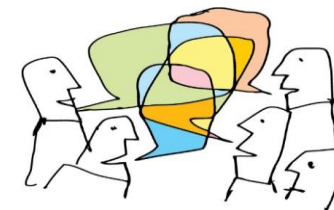
PACT+AI (Wexler, Swanson, Ai, & Roberts, in review!)

Solution for
Planning

Solution for
Data-based
Decision
Making

The ImPACT of The AIM Package (Wexler, Swanson, & Roberts, in review!)





Final Reflection

Jawexler@umd.edu



This work was supported by the Institute of Education Sciences, U.S. Department of Education (grant R324A200012) and the Office of Special Education Programs, U.S. Department of Education (model demonstration H326M200015) to University of Maryland and The University of Texas at Austin. The opinions expressed are those of the authors and do not represent the views of the U.S. Department of Education.



The background is a blurred photograph of a library or bookstore. Bookshelves filled with books are visible on both sides, creating a sense of depth. A bright, rectangular light source, possibly a window or a lamp, is visible in the upper right area, casting a soft glow. The overall color palette is warm, with browns, yellows, and muted blues.

Thank you!