

Treatment Teacher Decision Making

Project STAIR

Technical Report #21

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The research reported here is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP), award H326M170006. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

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Purpose

The purpose of this technical report is to describe the development of the decision-making procedures, and the utilization of those procedures by the treatment teachers of Project STAIR during year 2 implementation. Teachers participating in the study as part of the treatment group were asked to administer a curriculum-based measure (CBM), the Algebraic Readiness Progress Measure (ARPM) weekly. Teachers were then asked to graph the ARPM data and make instructional decisions using decision rules.

Method

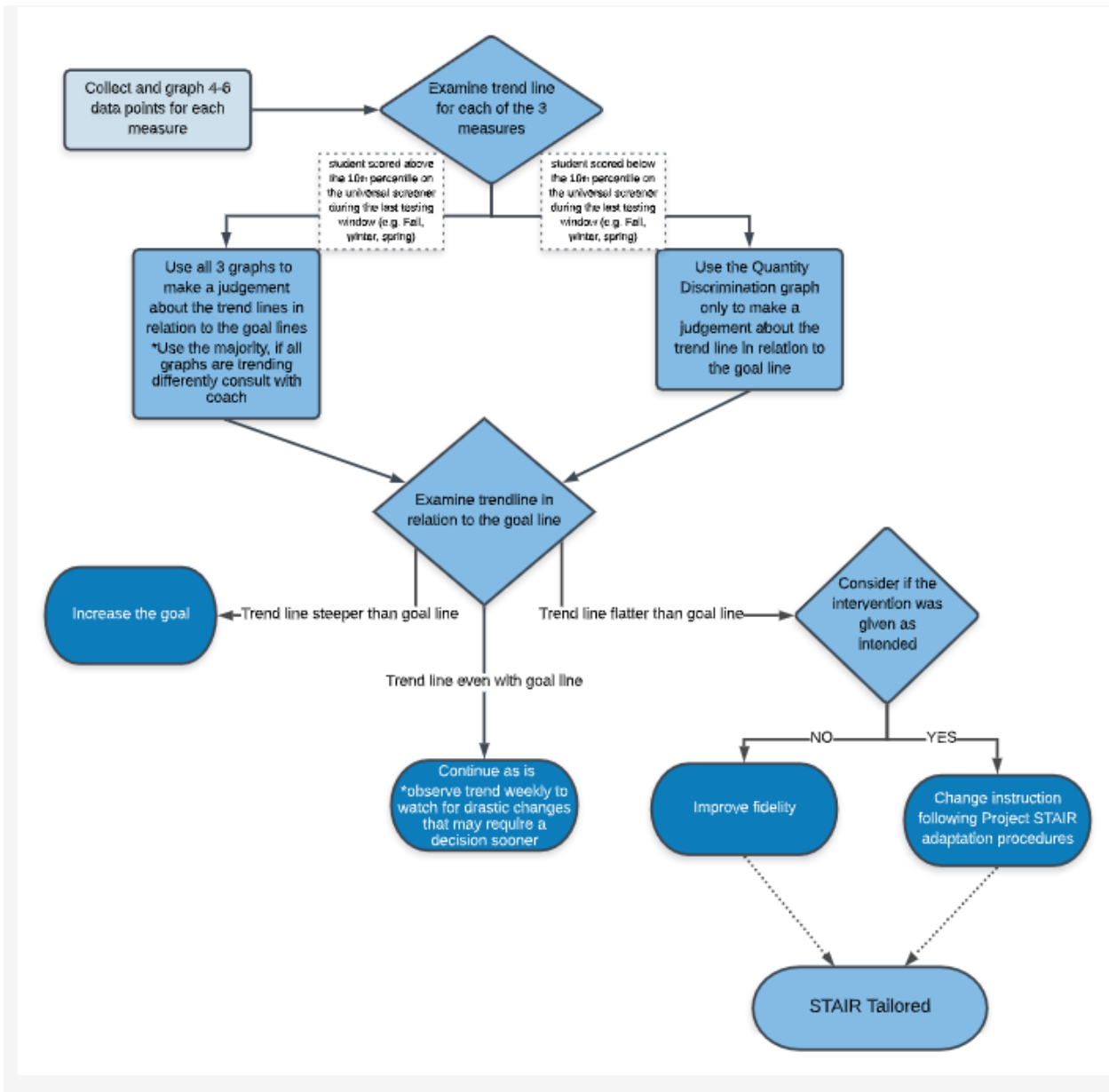
Upon reflection of year 1 implementation, it was determined that clarifying decision rules to support teachers' data-based decision making, as well as a means of tracking decisions were needed. The assessment task group consulted previously developed products and through a revision process created a decision-making flow chart (Figure 1) specific to Project STAIR. The flowchart was utilized during Core PD to describe the decision-making process, which is a central component of the data-based individualization framework. It was provided to treatment teachers as a handout. Coaches utilized the flowchart as an aid in coaching conversations around decision-making. The flowchart consists of decision rules for how many data points to collect before making a decision, which ARPM measures to consider when making decisions, and how to analyze the trend line to determine if an instructional change is needed.

In addition to the visual aid, it was determined that a means of tracking decisions would support the research process. A Qualtrics survey (See Appendix A) was developed by the assessment task group prior to year 2 implementation. The survey was brief, utilizing skip logic, revolving around the decision that was made and how the teacher came to that decision. The coaches had access to the survey link within

each coaching conversation agenda and were advised to complete the short survey with the teacher at the end of all decision-making conversations.

Upon analyzing the data collected by the decision log, it was found that it was minimally utilized. Of the nine treatment teachers, three teachers logged their decisions for four students, a follow-up decision was logged for one of those students for a total of five decisions logged. Of the five decisions, 3 were made because the trend line was flatter than the goal and an instructional change was needed, two decisions were made to continue as is and review the data weekly based on one trend line being even with the goal, and one being steeper but the teacher feeling more data was needed before making a goal increase. The few decisions logged can be attributed to several complications including a lack of coach awareness and accountability to completing the logs, technology issues that prevented teachers from collecting enough data to make decisions, as well as the global pandemic that ended the study prematurely for teachers at a site who entered the study later than other sites and hadn't yet collected enough data for decision making.

Figure 1. Project STAIR Decision-Making Flowchart



Appendix A. Decision-Making Log (Qualtrics)

Decision Log - Project STAIR- 2019-2020

Start of Block: Default Question Block

Q1



Q2 This Decision Log is designed to help you document decisions to change or maintain instruction for each of your target students. The Decision Log will guide you through a series of questions. Please answer each question and provide a comment in the comment box when needed. Your coach will receive your responses. Please let your coach know if you have any questions. You should use the Decision-Making Flowchart to guide you.

Q3 Please enter your first and last name

Q28 How many students do you plan to make decisions for?

Page Break

End of Block: Default Question Block

Start of Block: Block 2

Q4 Please enter the student's first and last name

Q5

Please indicate which measures you are using to make your decision after collecting 4-6 data points:

- My student scored above the 10th percentile on the universal screener so I am using all three ARPM measures (Quantity Discrimination, Number Properties, and Proportional Reasoning). (1)
- My student scored below the 10th percentile on the universal screener so I am using only the ARPM measure, Quantity Discrimination. (2)

Skip To: Q26 If Please indicate which measures you are using to make your decision after collecting 4-6 data points: = My student scored above the 10th percentile on the universal screener so I am using all three ARPM measures (Quantity Discrimination, Number Properties, and Proportional Reasoning).

Skip To: Q26 If Please indicate which measures you are using to make your decision after collecting 4-6 data points: = My student scored below the 10th percentile on the universal screener so I am using only the ARPM measure, Quantity Discrimination.

Q7 What is your rationale for making a decision at this time?

Q26 Examine the trend line, and also consider the level (are most of the data points below, on, or above the goal line) and variability (is there a lot of bounce) of the data.

If there are extreme scores, consider whether to include them in your assessment of the trend line, remove them, or collect more data points before making a decision.

Please indicate if you had to account for extreme scores or a level change in interpreting your trend line.

Q8 After examining the trend line of the data, which of the following best describes your student's overall progress:

- Trend line is steeper than goal line (1)
- Trend line is even with goal line (2)
- Trend line is flatter than goal line (3)

Skip To: Q11 If After examining the trend line of the data, which of the following best describes your student's... = Trend line is flatter than goal line

Skip To: Q9 If After examining the trend line of the data, which of the following best describes your student's... = Trend line is steeper than goal line

Skip To: Q10 If After examining the trend line of the data, which of the following best describes your student's... = Trend line is even with goal line

Display This Question:

If After examining the trend line of the data, which of the following best describes your student's... = Trend line is steeper than goal line

Q9 If the trend is steeper than the goal, you should increase the goal and re-apply the decision rule after collecting 4-6 data points. Remember that you can use CBM benchmarks, normative rates of improvement (ROI), or an individualized approach to set a goal (covered in Module 1).

Please enter the student's new goal:

Skip To: End of Block If Condition: If the trend is steeper tha... Is Not Empty. Skip To: End of Block.

Display This Question:

If After examining the trend line of the data, which of the following best describes your student's... = Trend line is even with goal line

Q10

If the trend is even with the goal line then you should continue the intervention as is and re-apply the trend rule at your next coaching meeting.

Skip To: End of Block If If the trend is even with the goal line then you should continue the intervention as is and re-ap... Is Displayed

Q11

If the trend line is flatter than the goal line, first consider if the intervention was given as intended. Refer to the questions below.

- 1) Was the student present for the majority of the instruction/intervention?
- 2) Was the instruction/intervention delivered with fidelity?

Q13 Select one of the following:

- The answer to EITHER question (1 or 2) is NO. (1)
- The answers to BOTH questions are YES. (2)

Display This Question:
If Select one of the following: = The answer to EITHER question (1 or 2) is NO.

Q14 Discuss with your coach making adjustments to your instruction and reapply the decision making rule after 4-6 data points. In the space below, identify: (1) why the instruction/intervention was not delivered as planned and (2) your adjustments to be made.

Skip To: End of Block If Condition: Discuss with your coach mak... Is Displayed. Skip To: End of Block.

Display This Question:
If Select one of the following: = The answers to BOTH questions are YES.

Q16 If your hypothesis is that the focus was not appropriate or needed adjusting, discuss with your coach to identify appropriate content and focus, make adjustments, collect 4-6 more data points, and then reapply decision rules. In the space below, please indicate how the content was changed and why.

Skip To: End of Block If Condition: If your hypothesis is that ... Is Displayed. Skip To: End of Block.

