

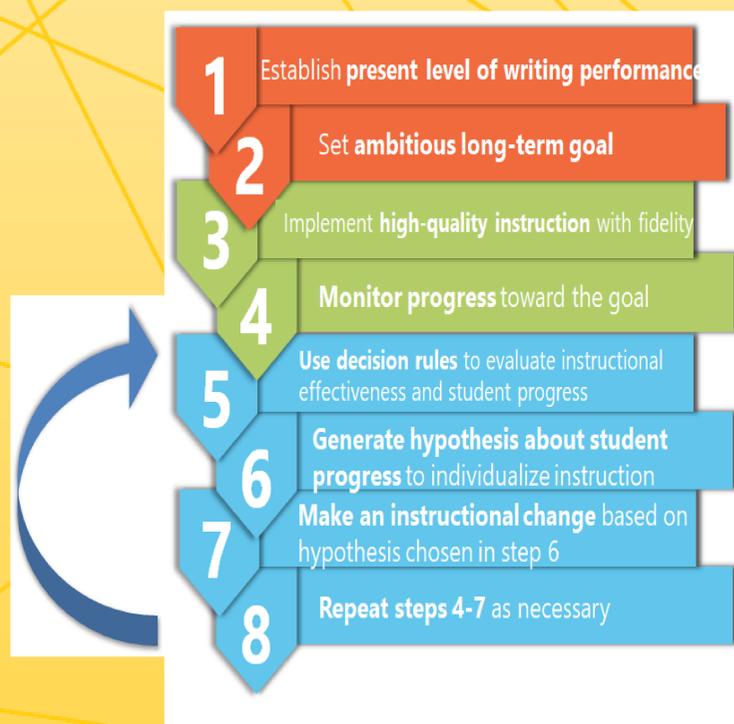
The Early Writing Project: Building on Promising Research

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Background

Many students respond positively to standard intervention protocols; however, a small proportion does not, requiring more intensive, individualized instruction. Data-Based Instruction (DBI) has a strong evidence base, but is not widely implemented (Stecker, Fuchs, & Fuchs, 2005).

What is Data-Based Instruction (DBI)?



The Early Writing Project Program Components

- Tools (assessment tools, intervention plans and materials)
- Learning (face-to-face workshops where teachers learn to use DBI)
- Collaborative support (ongoing coaching to support teachers' use of DBI)

Pilot Study Sample and Methods

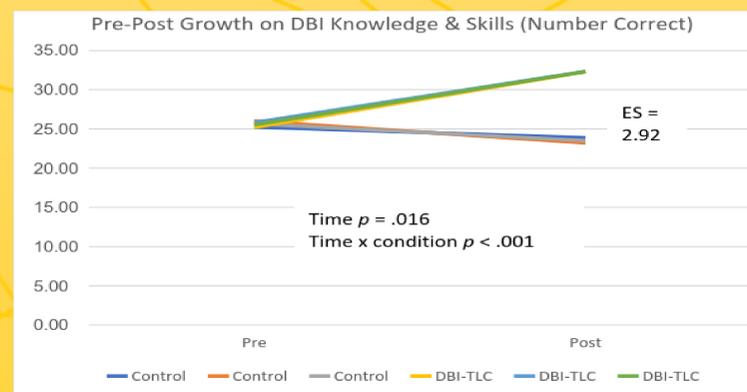
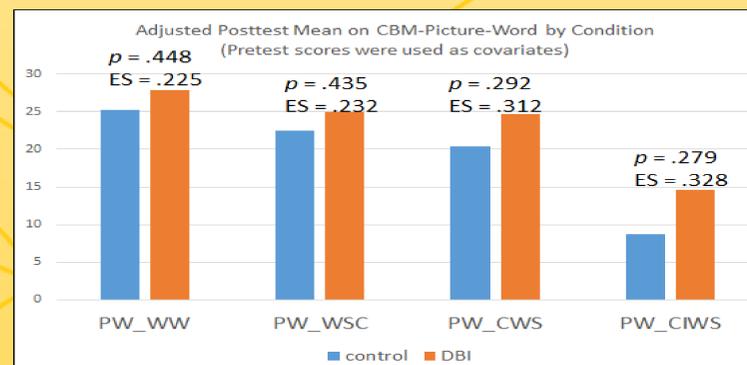
- Setting: One large and one mid-sized school district in two different states in the Midwest
- N = 20 elementary school teachers and 57 students
- RCT with mixed-methods design

Preliminary Findings

Pilot Study Teacher Outcomes by Condition

	DBI-TLC (n = 11)		Control (n = 9)	
	Mean	SD	Mean	SD
Knowledge & Skills				
Pretest	25.55	4.95	25.67	2.78
Posttest	32.32	2.26	23.50	3.52
Teacher Efficacy				
General Efficacy				
Pretest	4.18	.88	4.50	.80
Posttest	4.54	.75	4.51	.67
Personal Efficacy				
Pretest	4.54	.35	4.46	.35
Posttest	4.94	.51	4.46	.50

Findings from the pilot study, indicated that teachers who received DBI-TLC outperformed teachers who did not receive DBI-TLC in their knowledge and skills of data-based instruction.



Teachers who received DBI-TLC outperformed teachers who did not receive DBI-TLC in their knowledge and skills of data-based instruction. On Average, students in the DBI-TLC group outperformed their peers in the control group on Curriculum-Based Measures at post-test. Differences between groups were non-significant.

Current Randomized Control Trial/Next Step

Research Questions

- What are the effects of DBI-TLC on (a) teachers' knowledge, skills, and efficacy in writing, and (b) students' early writing outcomes?
- Are the effects of DBI-TLC on students' early writing outcomes moderated by grade level, special education status (i.e., students with/without IEPs), or EL status?
- Are the effects of DBI-TLC on students' early writing outcomes mediated by teachers' DBI knowledge and skills, efficacy in writing, or fidelity of implementation?
- To what extent do teachers who participate in DBI-TLC for one year sustain their implementation of DBI with fidelity over time?

Methods

-Study Design

- Randomized control trial
- 3 years of data-collection with sustainability measured
- Mixed-methods analysis

-Participants

- Projected N=140 teachers, N=280-420 students across two states

-Measures

- Pre-Post teacher knowledge & skills, writing orientation, teacher efficacy
- Pre-Post student proximal CBM measures and distal achievement measures
- Fidelity of implementation
- Sustained use of DBI