

Kristen McMaster, Nicole McKeveitt, Seyma Birinci, Ahmed Alghamdi, & Amy Kunkel

Introduction

The Early Writing Project is an IES funded Goal 3 (efficacy trial) research project. The Early Writing Project is a collaboration between researchers at the University of Minnesota, University of Missouri, and teachers in both states.

The goal of the project is to provide teachers with research-based tools, intervention materials, decision making guides, professional development, and ongoing coaching to improve students' early writing outcomes. Through the use of technology support from Education Technology Innovations (ETI) at the University of Minnesota, The Early Writing project is able to disseminate their tools, materials, and resources to participating teachers in a timely manner.



Research Questions:

- What are the effects of DBI-TLC on:
 - Teachers' knowledge, skills, and self-efficacy in teaching writing
 - Students early writing outcomes
- Are the effects of DBI-TLC on students' early writing outcomes moderated by:
 - Grade level
 - Special education status (eligible/not eligible)
 - English language learner status
- Are the effects of DBI-TLC mediated by teacher's DBI knowledge and skills, self-efficacy in teaching 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

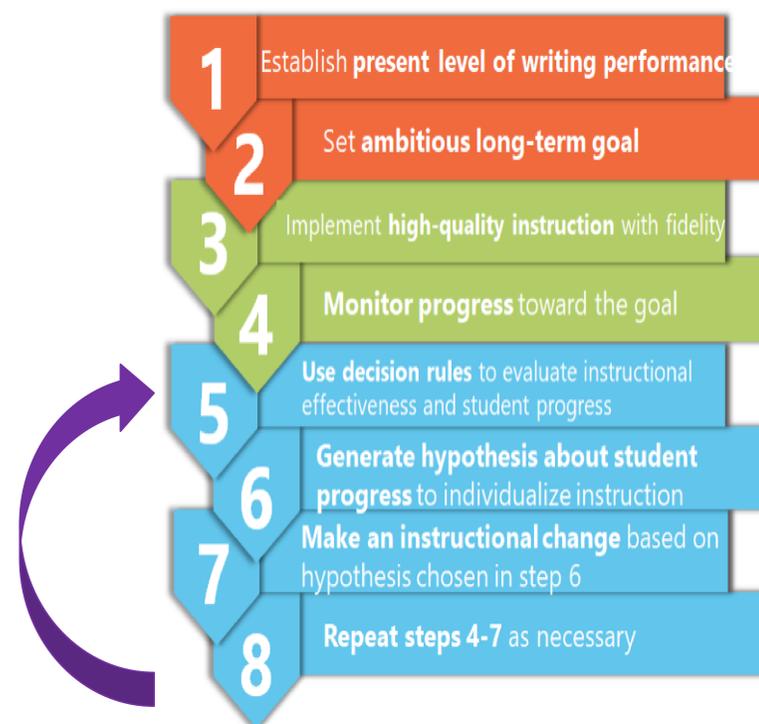
The Early Writing Project is currently in the first year of a randomized control trial. Teachers were randomly assigned to a treatment group, that received DBI-TLC. The current RCT will occur across three years, with data collected each year. It is projected that 140 teachers will participate, with between 280 and 420 students also participating, across Minnesota and Missouri.

DBI-TLC consists of:

Tools: assessment tools (CBMs), intervention plans and materials, progress monitoring graphs, online access to additional resources

Learning: four face-to-face professional development workshops, where teachers learn about data-based instruction, curriculum-based measures in early writing, early writing instruction and intervention, and data-based decision making

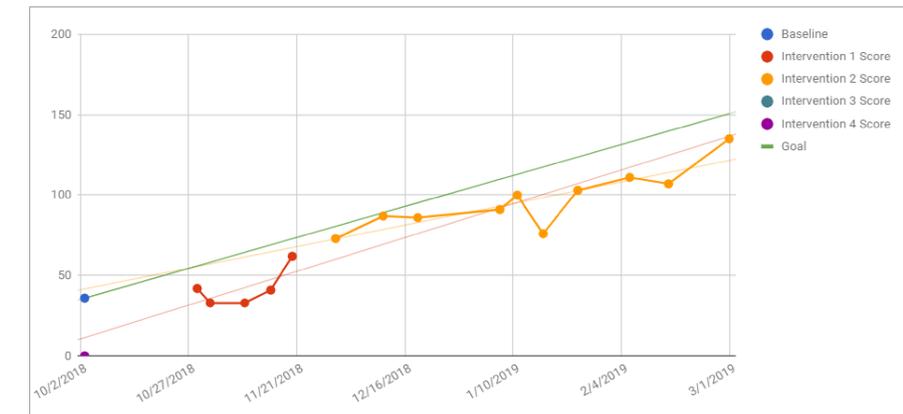
Collaborative support: ongoing coaching, over 20 weeks, to support teachers' implementation of DBI in early writing



The
Early
Writing
Project

DATA BASED
INSTRUCTION:
TOOLS, LEARNING,
AND COACHING

Preliminary Results



The figures above represent progress monitoring graphs for two students in treatment group. Data represents Correct Letter Sequences on a Word Dictation measure.

Both students scored at the less than 10th percentile in the fall, and are currently scoring at the 50th percentile for the winter. Goals have been increased 2-3 times for each of these students, due to their ROI exceeding that of the goal line.

Discussion

- Results of current progress monitoring graphs indicate promising results for student outcomes on curriculum-based measures of early writing.
- We are currently conducting post-testing on student outcomes and teacher outcomes (knowledge & skills, self-efficacy, satisfaction with the DBI process, and instructional changes made).
- We are currently recruiting for Year 2 of the RCT and planning for providing all materials to control teachers in the spring.