INTRODUCTION

The current study aims to describe the coaching and school contextual characteristics of high- and low-fidelity implementation schools. Although we know that fidelity influences SEL program effectiveness, little has been written about the role of coaching in predicting intervention effectiveness. This study examines coaching support with strategic emphasis, the technical assistance provided by the coach to encourage teacher implementation fidelity.

RESEARCH QUESTIONS

1) What are the characteristics of coaching support needed to assist teachers implementing the responsive classroom intervention?

2) How do characteristics of coaching and contexts differ in high- and low-fidelity of implementation schools?

THEORY

Figure 1a shows Domitrovich et al.’s 2008 Implementation Model, and Figure 1b shows an adaptation of the model depicting how relational and strategic coaching support undergird teacher implementation.

ANALYSIS

High-fidelity schools had mean scores of 1.27 (SD = .18) and a low-fidelity school mean of 0.31 (SD = .08). Factor analyses performed across the three measures of implementation fidelity combined instrument scores into a final single fidelity score. Difference in fidelity between high- and low-fidelity schools: F(1, 149) = 8.38, p = 001 at α = .05, two-tailed, indicating a large effect size (η² = .05).

RESULTS

Table 1: High- and Low-Fidelity Schools

Schools C also had many programs in operation simultaneously, with a science and math emphasis co-existing at the same time. Although both the principal and teachers at School E were highly invested in the coaching and feedback they were receiving, School E had a lower quality of implementation than other schools due to the teacher's focus on external factors such as student behavior and classroom management.

DISCUSSION

Future Directions

In conclusion, this study aimed to describe the coaching and contextual characteristics of high- and low-fidelity implementation schools. The results indicate that coaching characteristics and contextual factors are important in predicting intervention effectiveness. Further research is needed to explore the mechanisms through which coaching support and contextual factors influence implementation fidelity.