Using Adult Implementation Data to Improve Literacy Instruction 6-12

ReadOhio Literacy Academy: June 2024

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Introductions

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Link to Resources

https://bit.ly/3y0Zw6o

Session Outline

New Content Learning	Reflection and Discussion	Action Planning	Debrief and Feedback
40 minutes	5 minutes	20 minutes	10 minutes

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New Content Learning
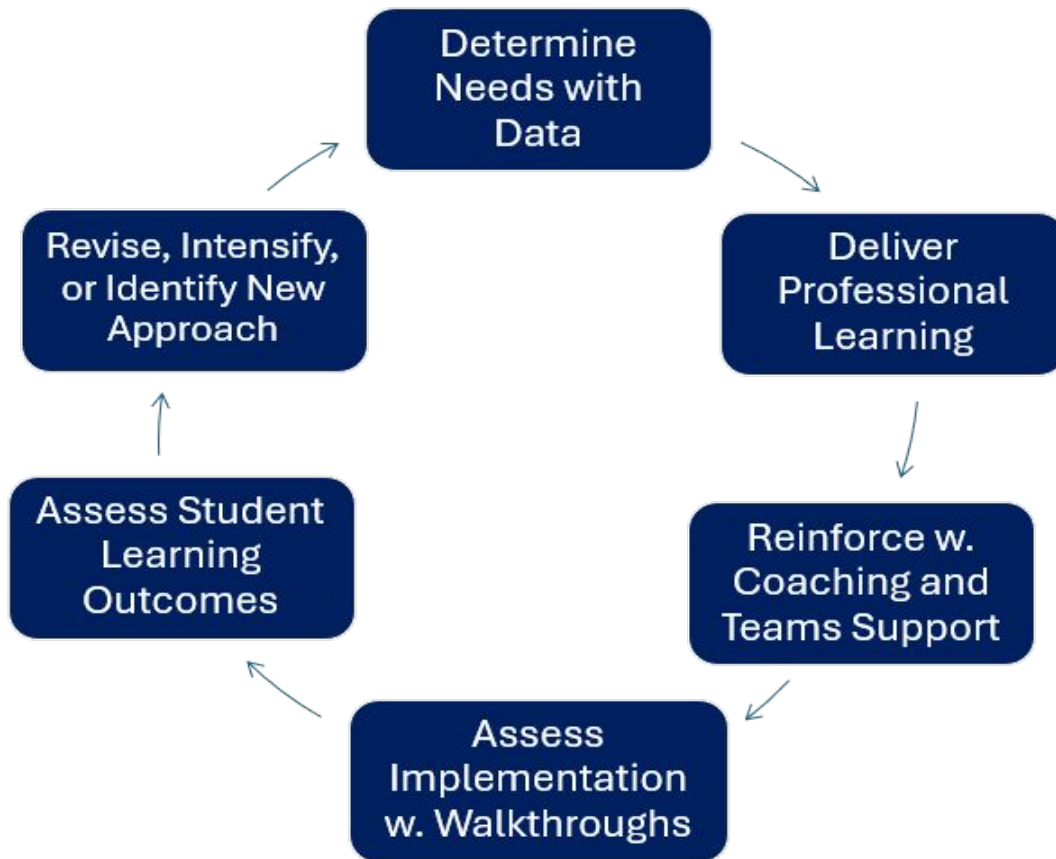
MTSS Non-Negotiables

|			
Administrative support	Responsibility assumed by all content teachers	Ongoing professional development	Fidelity to instructional practices
Time per day	Duration of intervention	Flexibility of grouping	Intervention as a supplement

In the U.S. and abroad, researchers have found that consistency of instructional quality is what distinguishes higher- from lower-performing school systems.
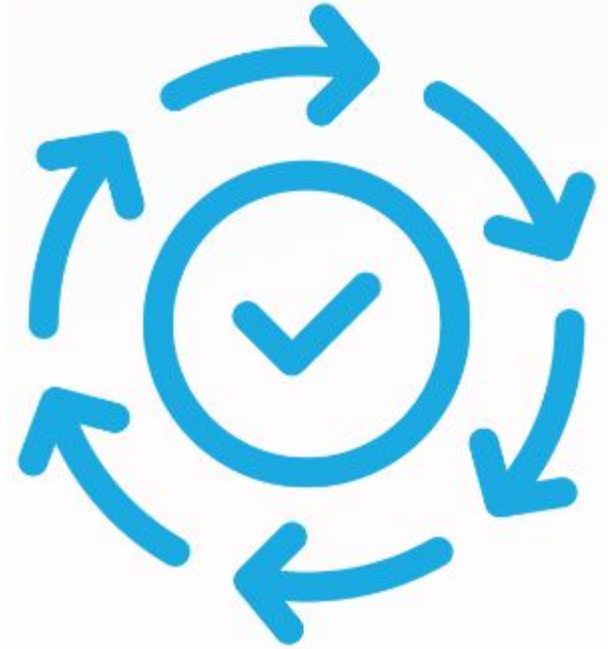
Instructional Models: Doing the Right Things Right
Hubbell, E. R., & Goodwin, B. (2019)

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You cannot sustain what you have not fully implemented.

How do you know that a literacy practice or resource has been *fully implemented* in your school or district?

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Phases of Implementation

Exploration & Adoption	Program Installation	Initial Implementation	Full Implementation	Innovation	Sustainability
Assess need; Examine fit and feasibility	Assure resources; develop supports	Initiate practice; Use data to improve supports	Practice is consistent; positive outcomes	Refine practices; Differentiate and improve fit	Provide ongoing data-driven support

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Phases of Implementation

| Exploration & Adoption | Program Installation | Initial Implementation | Full Implementation | Innovation | Sustainability |
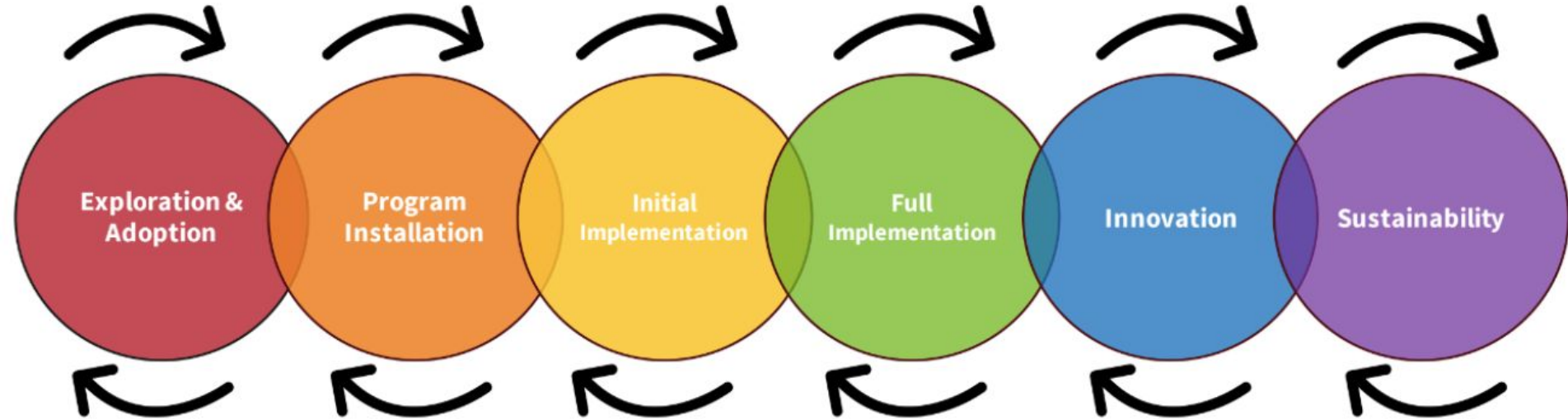
- Programs need various forms of data to diagnose issues that emerge during implementation.
- Data disambiguates whether there is a process, program, or performance issue.
- Continuous improvement is <u>continuous</u>. It is recursive and doesn't have an expiration date.

Implementation Drivers
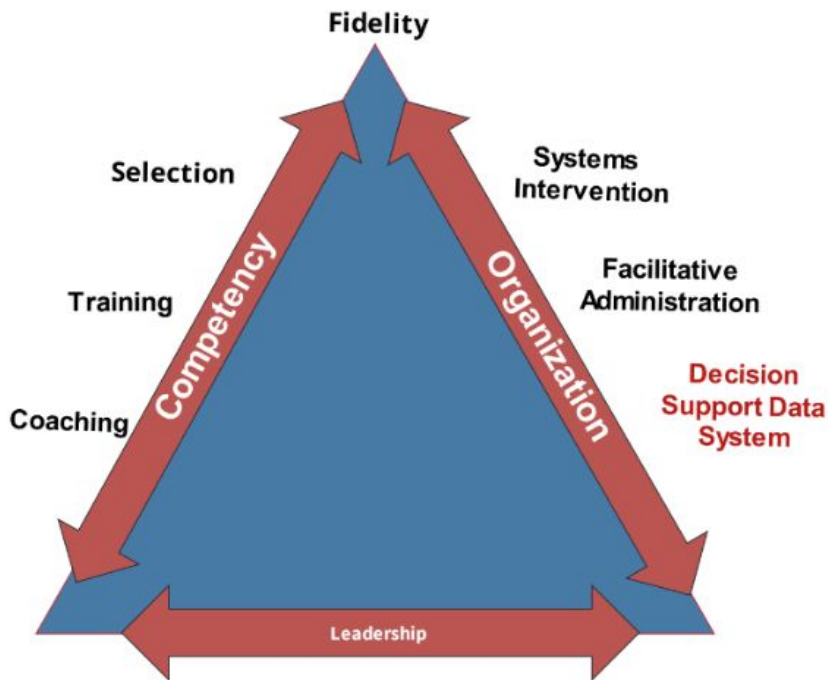
Competency Drivers

Selection
1

Training
2

Coaching
3

"**Competency Drivers** are mechanisms to develop, improve, and _sustain_ one's ability to implement an innovation as intended to benefit students" (NIRN & SISEP, 2013).

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Decision Support Data System (DSDS)

"**A Decision Support Decision System** (DSDS) is a system for identifying, collecting, and analyzing data that are useful to the staff and leadership of the implementing agencies. The data system needs to provide timely, accurate, and reliable data for decision-making" (NIRN & SISEP, 2013).

Why Evaluate Adult Data?

We use evaluations to determine the value of something - to help answer important questions:

Is this program or activity achieving its intended results?

Is it better than what was done in the past?

Is it better than another, competing activity?

Is it worth the costs?

Guskey, 2002

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Why Evaluate?

"Good evaluations don't have to be complicated. They simply require thoughtful planning, the ability to ask good questions, and a basic understanding of how to find valid answers. What's more, they can provide meaningful information that you can use to make thoughtful, responsible decisions about professional development processes and effects."

Guskey, 2002

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Focus on capacity-building, not inspecting.

Use data like a flashlight, not a hammer.

Kareem Weaver

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Why?

➔ Signals strong leadership for instructional changes
➔ Maintain consistent focus on improving instructional focus & strengthening teaching
➔ Plays a role in professional learning
➔ Allows for a check-in with sustainability practices
➔ Effective implementation *AND* use of implementation data leads to higher student achievement and success rates

Different Types of Data

Program or Process	Fidelity and Integrity	Outcome
Data that are relevant to administration of the strategy, program, or practice **Examples:** • Enrollment • Reach or scale • Cost of participation • Financial data • Staffing	Data that measures the extent to which the strategy, program, or practice has been implemented as intended **Constructs:** • Adherence • Dosage/Exposure • Quality/Competency • Participant Responsiveness • Component Differentiation **Examples:** • Observation • Self-Report • Product Reviews • Interviews	Results data, measures the impact of the strategy, practice, or program **Examples:** • Improved achievement • Improved skills or behavior • Teacher retention • Increased knowledge • Changes in beliefs or perceptions

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Data Sources

Level 1: Participants' Reactions	Level 2: Participants' Learning	Level 3: Organizational Support and Change	Level 4: Participants' Use of New Knowledge and Skills	Level 5: Student Learning Outcomes
Self-reported Data • Professional learning feedback responses using a mix of rating scale and open-ended questions (can be universally used across professional learning sessions)	**Self-reported Data** • Teacher surveys • Coaching requests • OTES goals • Personal reflections (oral or written) • Portfolios **Teacher Knowledge Assessments** • Ohio's Teacher Knowledge Assessment • Professional learning assessments (e.g., LETRS unit assessments) • Locally created assessments (e.g., brief pretest, post-test, exit tickets) **Simulations** **Full-scale Demonstrations**	**Self-reported Data** • Questionnaires • Structured interviews **Meeting Minutes** • Teacher-Based Team (TBT) notes • Building Leadership Team (BLT) notes • District Leadership Team (DLT) notes • Multidisciplinary Team (MDT) notes **District and Building Records** • R-TFI • Local Literacy Plan • Coaching records • Lesson plans	**Self-reported Data** • Questionnaires • Structured interviews • Personal reflections (oral or written) • Portfolios **Observational Data** • OTES observation notes • Walkthrough data (e.g., vocabulary routine; section of the phonics lesson; read aloud lesson to teach sentence structure/syntax) • Video observation notes	**Student Data: Cognitive** • Student assessment data (e.g., screener, diagnostic, progress-monitoring, outcome assessment) • Student work samples (e.g., vocabulary template; phonics dictation sheet) **Student Data: Affective** • Attitudes • Dispositions **Student Data: Psychomotor** • Skills • Behaviors **School-wide Indicators** • Attendance • Disciplinary actions • Retention • Participation in school-related activities • Homework completion

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Data Sources

Teacher Knowledge Assessment(s)	Self-Reported Data	Meeting Minutes and Plans	Observational Data	Student Data
• Ohio's Teacher Knowledge Assessment • Professional learning assessments (e.g., LETRS unit assessments, SoR reading module assessments) • Locally created assessments (e.g., brief pretest, post-test, exit tickets)	• Teacher surveys • Professional learning feedback responses • Coaching requests • OTES goals • Reflections	• Teacher-Based Team (TBT) notes • Building Leadership Team (BLT) notes • District Leadership Team (DLT) notes • R-TFI • Local Literacy Plan • Lesson plans • Coaching records	• OTES observations • Walkthrough data (e.g., vocabulary routine; section of the phonics lesson; read aloud lesson to teach sentence structure/syntax)	• Student assessment data (e.g., screener, diagnostic, progress-monitoring, outcome assessment) • Student work samples (e.g., vocabulary template; phonics dictation sheet)

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Inspect What You Expect

When you're leading change, it takes more than a strong plan, implemented well to succeed.

Dr. Susan Hall, *10 Success Factors for Literacy Intervention*

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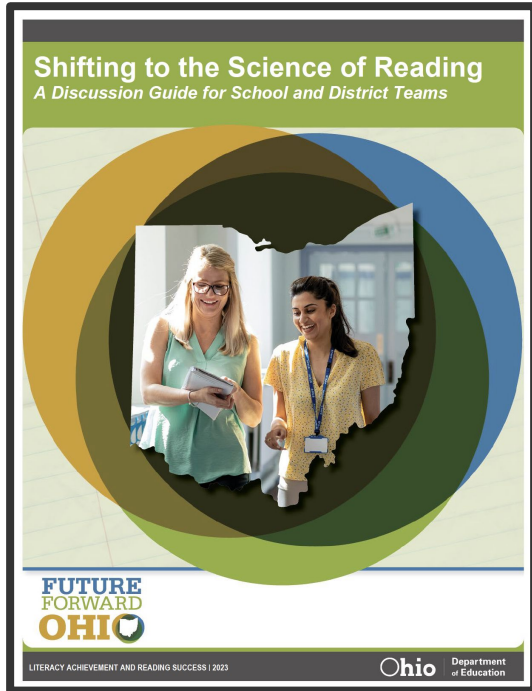COUNTY
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Organizations Adopt Change - Individuals Implement it

Successful change begins and ends at the individual level. An entire organization does not change until each member has changed. Another way to say this is that there is an individual aspect to organizational change.

How Leadership Works: A Playbook for Instructional Leaders, Fisher & Frey

Maintaining Momentum

Shifting to the Science of Reading
A Discussion Guide for School and District Teams

FUTURE FORWARD OHIO

LITERACY ACHIEVEMENT AND READING SUCCESS | 2023

Ohio Department of Education

"**To build educator capacity** to deliver instruction that is aligned to the science of reading and the foundational components of *Ohio's Plan to Raise Literacy Achievement* **will require leaders to provide intensive, embedded, collaborative, and instructionally focused professional learning and coaching.**"

ODE Literacy Achievement and Reading Success, 2023, p. 3

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Maintaining Momentum

What does *instruction* look like now?

Are we satisfied with how *instruction* looks?

What would we like *instruction* to look like?

What would we need to do to make *instruction* look like that?

How would we know if we've been successful with *instruction*?

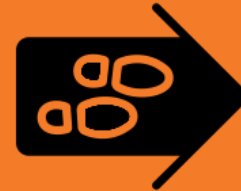What can we do to keep *instruction* like that?

What can we do to make *instruction* more efficient and durable?

Adapted from Sugai, 2004

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Stop & Jot

What plans does my district have in place to build capacity and sustain structures and effective practices?
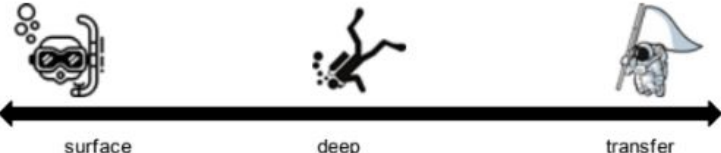
What is an immediate action step I could take?

Practices

Expectations

"It takes courage and skill to move a school forward because people are accustomed to being left alone; and progress means getting people to change their practices and beliefs."

Dr. Jon Saphier

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Improving Professional Learning

Typical Professional Development	Optimal Professional Learning
- free standing - short-term - nonsystematic - infrequent - sit-and-forget - smattering - smorgasbord	- aligns with school, district and state priorities - focuses on core content and modeling - includes opportunities for active learning and applications of new strategies - includes opportunities for collaboration - involves follow-up and feedback
smattering sit-and-forget smorgasbord	surface deep transfer

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High-Quality Professional Learning

Lead
Professional Learning

- Use standards to ensure quality
- Conduct needs assessments at the macro- and micro-levels
- Align PL with local and state goals and priorities
- Design and lead PL that meets observed and perceived needs
- Foster accountability
- Commit to being a "lead learner"

Support
Professional Learning

- Utilize varied formats to support professional learning
- Create a purposeful professional learning plan/sequence
- Remove barriers and create meaningful incentives
- Foster accountability
- Commit and refine the PL plan over time

Sustain
Professional Learning

- Evaluate professional learning
- Use adult implementation data to inform how professional learning is led and supported
- Create a feedback loop and/or decision rules to sustain professional learning
- Foster accountability
- Commit and refine processes over time

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Guskey's Five Critical Levels of Evaluation

Table 1. Guskey's five critical levels of professional development evaluation

Evaluation Level	What questions are addressed? (Represents a sampling of questions)	How will the information be gathered (Represents a sampling of tools)	What is measured or assessed?	How will the information be used?
Participants' Reaction (Guskey Level 1)	Did participants find it useful? Was their time well spent?	Questionnaires, focus groups, interviews, learning logs	Initial satisfaction with experience	To improve program design and delivery
Participants' Learning (Guskey Level 2)	Did participants acquire the intended skills and knowledge?	Simulations and demonstrations, paper-pencil activities, case study analysis	New knowledge and skill of participants	To improve program content, format, and organization
Organizational Support and Change (Guskey Level 3)	Was implementation advocated, facilitated, and supported? Was the support public and overt?	District and school records, questionnaires, structured interviews with key stakeholders	The organization's advocacy, support accommodations, facilitation, and recognition	To document and improve organizational support and/or to inform future change efforts
Participants' Use of New Knowledge and Skill (Guskey Level 4)	Did participants effectively apply the new knowledge and skills?	Questionnaires, interviews, reflections, portfolios, direct observations, video	Degree and quality of implementation	To document and improve the implementation of the program
Student Learning Outcomes (Guskey Level 5)	What was the impact on students?	School/student records, questionnaires, interviews	Student learning outcomes: cognitive, affective, psychomotor	To focus and improve all aspects of program design, implementation, and follow-up; and/or to demonstrate the overall impact of professional development

Did the new knowledge and skills that participants learned make a difference in their professional practice?

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Backwards Planning

LEVEL 5
Student Learning Outcomes

LEVEL 4
Participants' Use of New Knowledge and Skills

LEVEL 3
Organisational Support and Change

LEVEL 2
Participants' Learning

LEVEL 1
Participants' Reactions

Graphic by Marsyitah Ismail

CNEMS Adult Implementation Peer Walkthroughs

November 14, 2023 - Communities of Practice

- CNEMS Peer Walkthroughs create an opportunity for all teachers to observe other teachers in the building in a non-evaluative manner. The purpose of the CNEMS Peer Walkthroughs is to create an opportunity for teachers to learn from one another, while simultaneously promoting professional, collegial, collaborative conversations regarding our students' engagement and academic success.

- CNEMS Peer Walkthrough Goals:

  * Develop a unified culture of expectations, best practices, and strategies at Clermont Northeastern Middle School

  * Collectively increase student engagement

  * Ultimately continue to improve the academic success of our students

PURPOSE

Peer Walkthrough Resources!

- [Peer Walkthrough CORE Classroom Tool](#)

- [Peer Walkthrough Instructional Strategies Classroom Tool](#)

- [Post Observation Guiding Questions](#)

- Peer Walkthrough Station

- 2023-2024 Peer Walkthrough Google Classroom

2023-2024

CNEMS Peer Walkthrough Schedule & Coverage

What is Working

- **Contains CNEMS building non-negotialbes and literacy initiatives**
- **On-boarding**
- **Builds capacity**
- **Conversation about what we're doing well and what we can do better for our students**
- **Supportive leadership**

Challenges
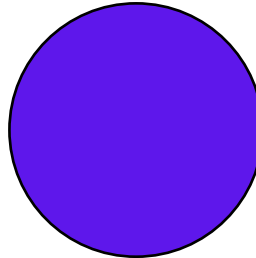
- **Time**
- **Coverage**
- **Scheduling**
- **Non-Evaluative vs. Evaluative**
- **Warm vs. Cold Feedback**
- **Building Capacity**

Future Refinement
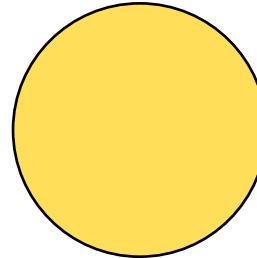
FIRST Cycle
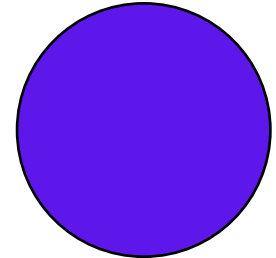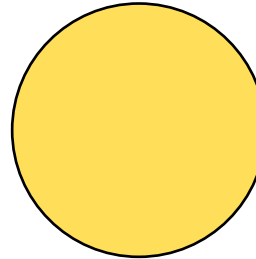
New Teachers
Observed Veteran
Teachers and/or
Co-Teaching

Intervention Specialist
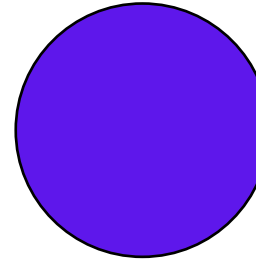
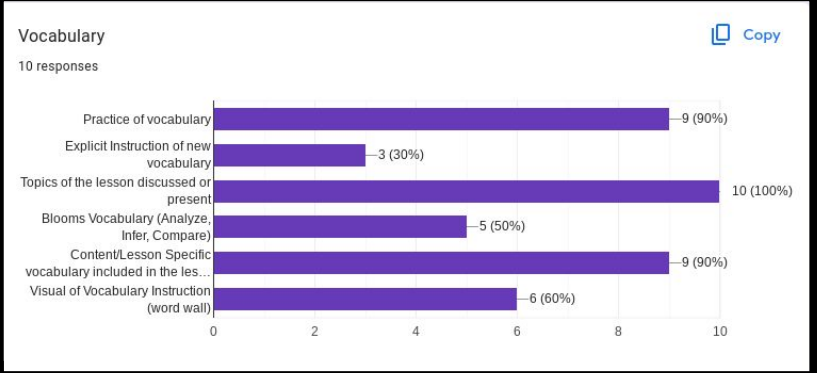Intervention Specialist
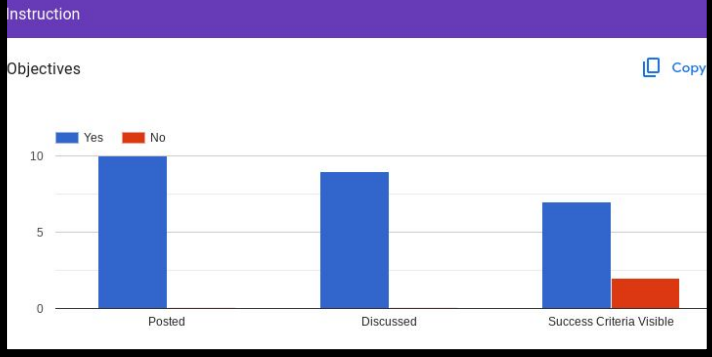
6th Grade ELA Teacher

7th Grade Social Studies Teacher

7th Grade ELA Teacher
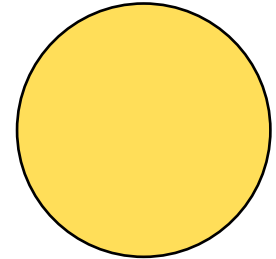
Building Literacy Teacher/Coach

New Teacher Observations

Data and Results

Instruction

Objectives — Copy

- Yes
- No

| | Posted | Discussed | Success Criteria Visible |

Student Engagement — Copy

10 responses

- Student Participation is evid… — 10 (100%)
- Overall on task students (BE) — 10 (100%)
- Teacher is Enthusiastic (EE) — 9 (90%)
- Strong relationships are pres… — 9 (90%)
- All students are comfortable… — 8 (80%)
- Supportive and Nurturing En… — 9 (90%)
- A culture of celebrating succ… — 9 (90%)
- A culture of having room to f… — 7 (70%)
- Appropriate Pacing (CE) — 9 (90%)
- Discourse is a norm for lear… — 10 (100%)
- Ongoing, Targeted Feedbac… — 9 (90%)
- Ongoing, Targeted Feedbac… — 5 (50%)
- Ongoing, Targeted Feedbac… — 0 (0%)
- Student Leaders are present… — 6 (60%)

Vocabulary — Copy

10 responses

- Practice of vocabulary — 9 (90%)
- Explicit Instruction of new vocabulary — 3 (30%)
- Topics of the lesson discussed or present — 10 (100%)
- Blooms Vocabulary (Analyze, Infer, Compare) — 5 (50%)
- Content/Lesson Specific vocabulary included in the les… — 9 (90%)
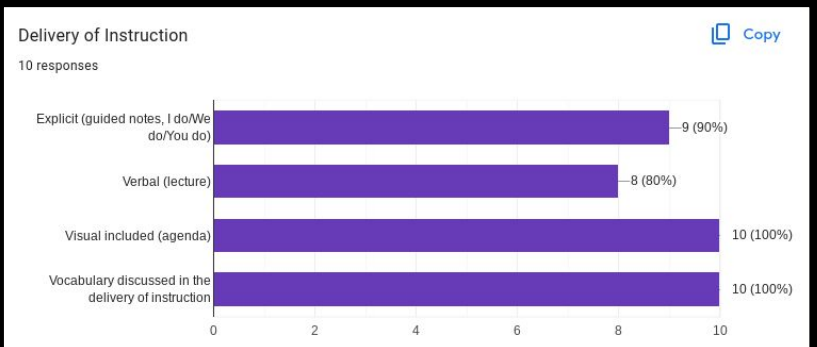- Visual of Vocabulary Instruction (word wall) — 6 (60%)

PBIS Feedback

10 responses

I like how you go over daily expectations before students start an activity. Also, I think you do a really good job of reminding some students of your expectations throughout the class when they tend to get off task. Just curios though, do you ever award points besides when students win Blooket's? I know PBIS is not all about the points, and I am not the best at awarding points myself, but I didn't know if that could potentially be an incentive for some. Like when working independently if we gave a few points to those who are focused on working.

I really like how you go over expectations with students in regard to all of the stations. You really drove home the point of having students use their resources not only in the beginning, but also during class! I know it can be a struggle to actually get some students to use their resources, but you did an excellent job of reminding students of those resources and leading them to those resources. Also, I like how you mentioned you don't give students points daily. I know we are encouraged to give points, but I like how you give points in a sense that students really have to work hard to earn PBIS points in your class. If anything, giving points in that sense might make earning PBIS points more special for students.

I think you do an excellent job of making your expectations clear to all of the students. You are super positive when reminding students of the expectations.

It is evident that clear, consistent expectations regarding behavior are present. Negative behaviors are

Research-Based Learning Strategies Observed — Copy

Check all that were observed

…responses

- Choral Reading — 0 (0%)
- Read Alouds/ Think Alouds — 0 (0%)
- Vocabulary Acquisition — 2 (20%)
- …summarizing/ Turn-and-Talks — 2 (20%)
- …al Organization (Step-by… — 5 (50%)
- Graphic Organizers — 0 (0%)
- Sentence starters — 0 (0%)
- Comprehension Questions — 3 (30%)
- Prediction — 0 (0%)
- Cooperative Learning — 4 (40%)
- Feedback — 6 (60%)
- Station Work — 6 (60%)
- Guided Notes — 5 (50%)
- Questioning — 4 (40%)
- …dent-Led Instruction/ Mo… — 1 (10%)
- Spiral Review — 1 (10%)
- Connections to Real World — 7 (70%)
- Hands-On — 3 (30%)
- …ain Thinking/ Steps (Ver… — 4 (40%)
- Inferencing — 1 (10%)

Delivery of Instruction — Copy

10 responses

- Explicit (guided notes, I do/We do/You do) — 9 (90%)
- Verbal (lecture) — 8 (80%)
- Visual included (agenda) — 10 (100%)
- Vocabulary discussed in the delivery of instruction — 10 (100%)

contacts

Please feel free to contact us!

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Reflection and Discussion

Check-In

Action Planning

Reading Tiered Fidelity Inventory (R-TFI)

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
1.1 A **School Leadership Team** supports the implementation of the Tier 1 adolescent literacy components of an MTSS framework.	The team includes the school principal, and members are collectively responsible for doing all of the following: 1. Maintaining a current committee audit to prevent staff overloading, team redundancies, or teams with conflicting scope of work. 2. Distributing leadership for implementing the reading-related data, systems, and practices needed for an MTSS framework. 3. Establishing procedures for staff to access professional learning, coaching, and engage in ongoing collaboration. 4. Requesting and allocating resources to support implementation. 5. Overseeing the use of a comprehensive assessment plan. 6. Analyzing aggregated student data and implementation fidelity data to determine the overall effectiveness of the school-wide reading supports for students. 7. Collaborating with families to ensure students have successful literacy experiences across disciplines and out of school.	Meeting schedule Meeting minutes Action plan with notations of progress Implementation fidelity data Professional Development Plan Documentation of family engagement Team effectiveness survey	1 point: At least 5 of the 2-point criteria are in place 0 points: The criteria from the 2-point or 1-point response are not in place.

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A Crosswalk between the R-TFI 2.1 and Adult Implementation Data

Essential Question: How is your school using walkthrough data to sustain this work?

R-TFI Item	Adult Implementation Checklist	Action Step(s):
R-TFI Item 1.1 A **School Leadership Team** supports the implementation of the Tier 1 adolescent literacy components of an MTSS framework.	☐ Analyzing aggregated student data and implementation fidelity data to determine the overall effectiveness of the school-wide reading supports for students.	Who? What? By when?
R-TFI Item 1.2 The school has access to **system-level coaching.**	☐ Analyze data to prioritize school-wide needs [including educators' needs] ☐ Determine professional learning opportunities and instructional coaching opportunities needed [as informed by adult implementation data] to support adolescent literacy skills in core subjects, methods for integrating social, emotional, and behavioral supports with class instruction, and implementation best practices.	Who? What? By when?
R-TFI Item 1.3 The school has an **Implementation Plan** for the adolescent literacy components of an MTSS framework.	☐ The types of activities included in the plan address implementation supports needed (ongoing training and coaching) [as informed by adult implementation data]	Who? What? By when?
R-TFI Item 1.4 The school has a comprehensive Tier 1 assessment system and personnel to support the system.	☐ The comprehensive assessment system outlines a list of additional literacy-related data (e.g., instructional fidelity, systems fidelity, student and family perception). ☐ It outlines the unique purpose of each assessment [or tool such as a walkthrough form]. ☐ It outlines the roles and names of individuals who are responsible for specific assessment activities: data collection, data entry, accuracy checking, and using the results to make instructional decisions. ☐ It outlines dates when data are collected. ☐ It outlines dates when the data are used by teams.	Who? What? By when?
R-TFI Item 1.5 The School Leadership Team uses data to monitor the effectiveness of the Tier 1 adolescent literacy components of	The School Leadership Team uses data to answer several questions, including: ☐ Compared to the school-wide SMARTE goal(s), what percent of teachers are implementing the strategies/routines to enhance students' understanding of written text used to teach core subjects?	Who? What? By when?

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Action Planning

Consider how you might support and sustain adult implementation moving forward:

- What will you **START** doing to use adult data more purposefully?
- What will you **STOP** doing because it is interfering with your plans to sustain this work?
- What will you **CONTINUE** doing because it provides opportunities to leverage past and present successes?

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Action Planning

Action Planning		
▶ **Start**	⏹ **Stop**	⏩ **Continue**
What will you **START** doing?	What will you **STOP** doing?	What will you **CONTINUE** doing?

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Debrief and Feedback

What is your biggest takeaway from today's session?

What do you anticipate your biggest hurdle being when thinking about adult implementation data?

What is your next step when you return to your district?

**Debrief & Feedback**

The Parable of the Guarded Bench

In the middle of the courtyard of a barracks was a small bench. Next to the small bench, a solder stood guard. It was guarded around the clock - every day, every night, and from one generation of officers to the next, the order was passed on and the soldiers obeyed it. No one expressed any doubts or ever asked why. If that's how it was done, there had to be a reason.

And so it continued, until a new post commander arrived, an ambitious young lieutenant, who wondered about the original order. He asked questions and shared curiosities, yet no one knew why the bench had to be guarded. He rummaged through old files, and after poking around, he discovered the name of the man in charged from over 30 years ago. Thirty-one years, two months, and four days ago, an officer had ordered a guard to be stationed beside the small bench...

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The Parable of the Guarded Bench

which had just been painted,
so that non one would think
of sitting on wet paint.

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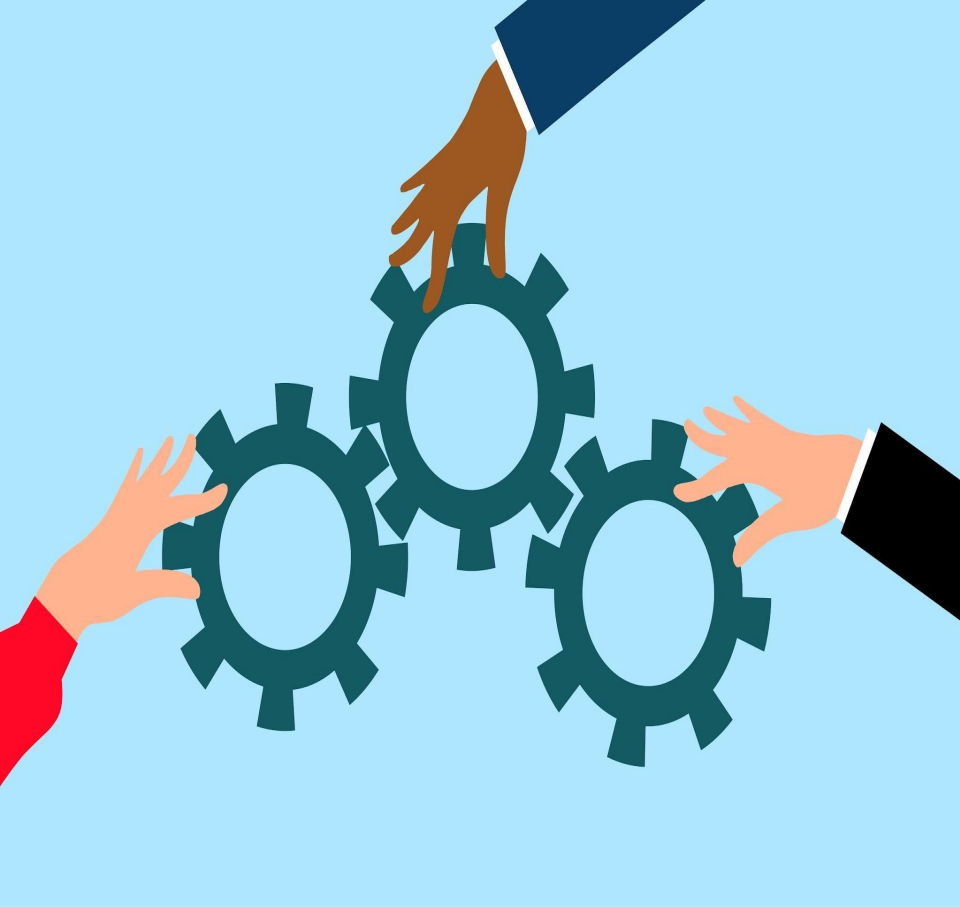
It wouldn't make sense to invest in all the preceding factors and not monitor outcomes.

(Hall, 2018, p. 142)

This is not an overnight endeavor. It takes three to five years for a school to fully implement MTSS. Although that will require a commitment, it's well worth it.

(Hall, 2018, p. 152)

Thank You!

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