# Literacy Environmental Scan Coaching Session 2

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# Agenda

1. Project progress review
2. Literacy inventory review
3. Interview protocol development
4. Interview best practices
5. Next steps
6. Closing

# Session goals

1. Review timeline and research plan
2. Develop interview questions
3. Review interview best practices
4. Establish next steps

# Project progress review

# Project process map

# Primary research questions 1–3

**RQ1.** How are decisions being made about which interventions to offer? Who is making those decisions?

**RQ2.** How are K–12 literacy interventions being implemented?

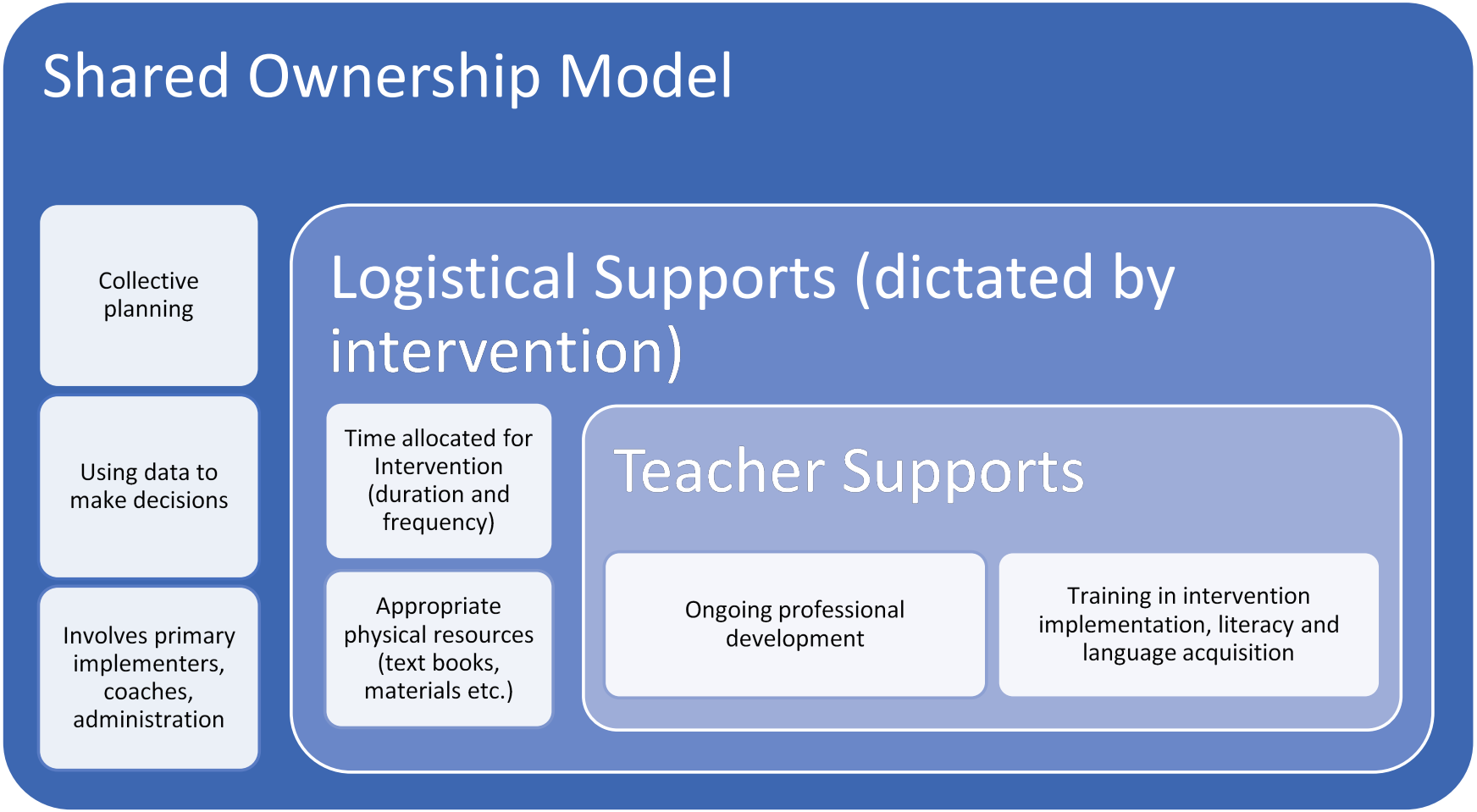
How are students being identified and referred for service/intervention?

a) What staff is involved in carrying out the interventions?
b) What instructional time is allocated for the interventions?

**RQ3.** How are interventions being implemented with fidelity? (See implementation model in figure 1.)

a) How is intervention implementation being monitored and assessed? Using what data sources?
b) How is quality implementation being supported by the schools and district?
c) How well does the intervention implementation align to implementation as intended by the developer of the interventions?

# Critical components of implementation



# Research design

1. Literacy inventory of kindergarten–grade 12 literacy interventions being used in the district.
2. Qualitative phase:
    a) Interview **all middle and high school staff** overseeing delivery of literacy interventions for struggling learners. This phase may be focus groups or one-on-one interviews depending on the school.
    b) Possibility of interviewing one or two elementary schools based on possible discrepancies in the literacy inventory.

# Project goals

**Primary goals**

- Reveal the extent of alignment of intervention use across schools and grades.
- Document the level of fidelity with which interventions are implemented.
    - Test our model of critical components for high level of fidelity of implementation.

**Utility of the scan**

- Assist the district office in decisionmaking and identifying how best to support schools as they select and implement different literacy interventions.

# Project products: Literacy inventory

Complete inventory of in-school literacy interventions being utilized in the district to:

- Identify and address missing data in the current inventory.
- Document what is being offered in schools where the district does not have school-level information.
- Document interventions being implemented in schools that the district is not aware of.
- Identify and document alignment across schools, grade levels, and participating student groups.

# Project products: Final report

The full scan report will incorporate the inventory and interview data focused on fidelity of implementation and identifying gaps in support or administration.

The final report will offer a broad overview of alignment across the district in offerings and supports, “implementation profiles” of interventions of interest, and the historical context with which the district has approached literacy interventions.

Profiles will include information about select programs, including:

- How decisions are being made about which interventions to implement.
- How literacy interventions are being implemented.
- Are interventions being implemented with fidelity?

# Roles and responsibilities

**REL Midwest will:**

- Deliver coaching sessions, including providing necessary readings and tools to complete the scan.
- Conduct up to nine interviews, observe MMSD interviews and focus groups, and provide feedback.
- Assist MMSD with developing a coding scheme.
- Assist MMSD in creating final report and other research products.

# Roles and responsibilities

**MMSD will:**

- Attend and participate in all coaching sessions.
- Gather extant data as needed.
- Collect new data through focus groups and interviews.
- Co-develop a coding scheme.
- Participate in collaborative analysis and interpretation.
- Collaborate to write final report.
- Provide feedback on other related project products (infographic).

# Inventory review and next steps

# Inventory review

1. Are the categories that we include comprehensive and useful?

2. What schools are we missing information for?

3. Was anything surprising or interesting?

# Next steps

1. Who will we ask to verify the inventory?
2. How will we send this request and within what timeframe?
3. How will the completed inventory be used by MMSD?

# Interview protocol development

# Components of an interview protocol

| Component | Purpose |
|---|---|
| **Introduction** | Lays out expectations for the session, including confidentiality. |
| **Opening questions** | Help participants get acquainted and feel connected through broad queries. |
| **Content questions** | Obtain insight into areas of central concern to the study. |
| **Probing questions** | Use participants' prior answers to get deeper insights into the research questions. |
| **Conclusion** | Helps researchers determine where to place emphasis and brings closure to the discussion. |

# Types of questions to avoid.

What is wrong with these items?

Why did you give a student the wrong grade?

How many times have you called off sick or do you typically arrive early?

How often do you evaluate your students' progress and what data do you use to evaluate?

# Effectively phrased questions.

**Better approaches:**

**Have you ever mistakenly given a student the wrong grade? Could you tell me about that instance?**

**Have you called in sick or been tardy to work in the last year? If so, about how many times would you say you had?**

**How do you monitor student progress? Can you tell me more about that process?**

# Don’t ask “why” questions. Instead, ask for more information.

Can you describe more details about _____?

In your view, what do you think happened?

And how did that make you feel?

Can you tell me more about that?

This is what I think you are saying… is that accurate?

# Interview protocol: Logistical considerations

How long will the interviews be?

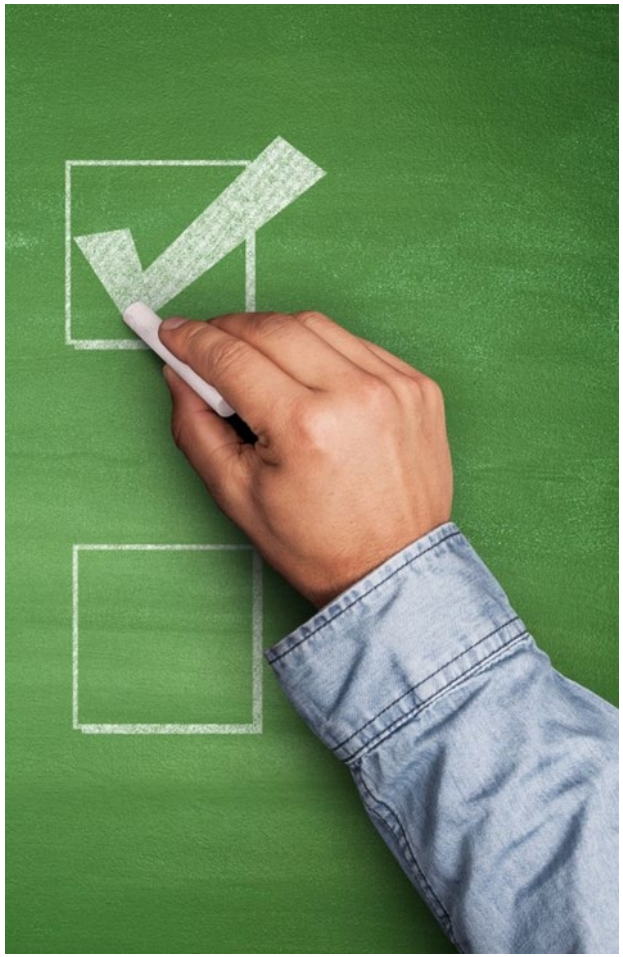
Audio recorded?

How many researchers present?

Privacy/data collection policies to consider?

# Activity: Semistructured interview protocol

1. Using the research questions as a guide, brainstorm primary questions for each research question.
2. Develop 2–4 follow-up questions for each primary question.
3. Assess the length and language used.



# Interview best practices

# Keep in mind

Setting the tone

- Develop language for introductory email.
- Develop the introduction in the script.
- Set the tone as nonevaluative and welcoming.

During the interview

- Quickly jot notes as needed.
- Make eye contact and use positive body language.
- Frame follow-up questions in a nonevaluative and open-ended manner.

After the interview

- Take 10–15 minutes to write or record notes. What are your thoughts and additional questions?

# Next steps

# Next steps

Timeframe for contacting interview subjects.

Target timeframe for conducting interviews.

Date for next meeting.

See
you
next
time!

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