



Literacy Environmental Scan Coaching Session 3

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Agenda

1. Project progress review

2. Understanding coding and developing a coding framework

3. Next steps

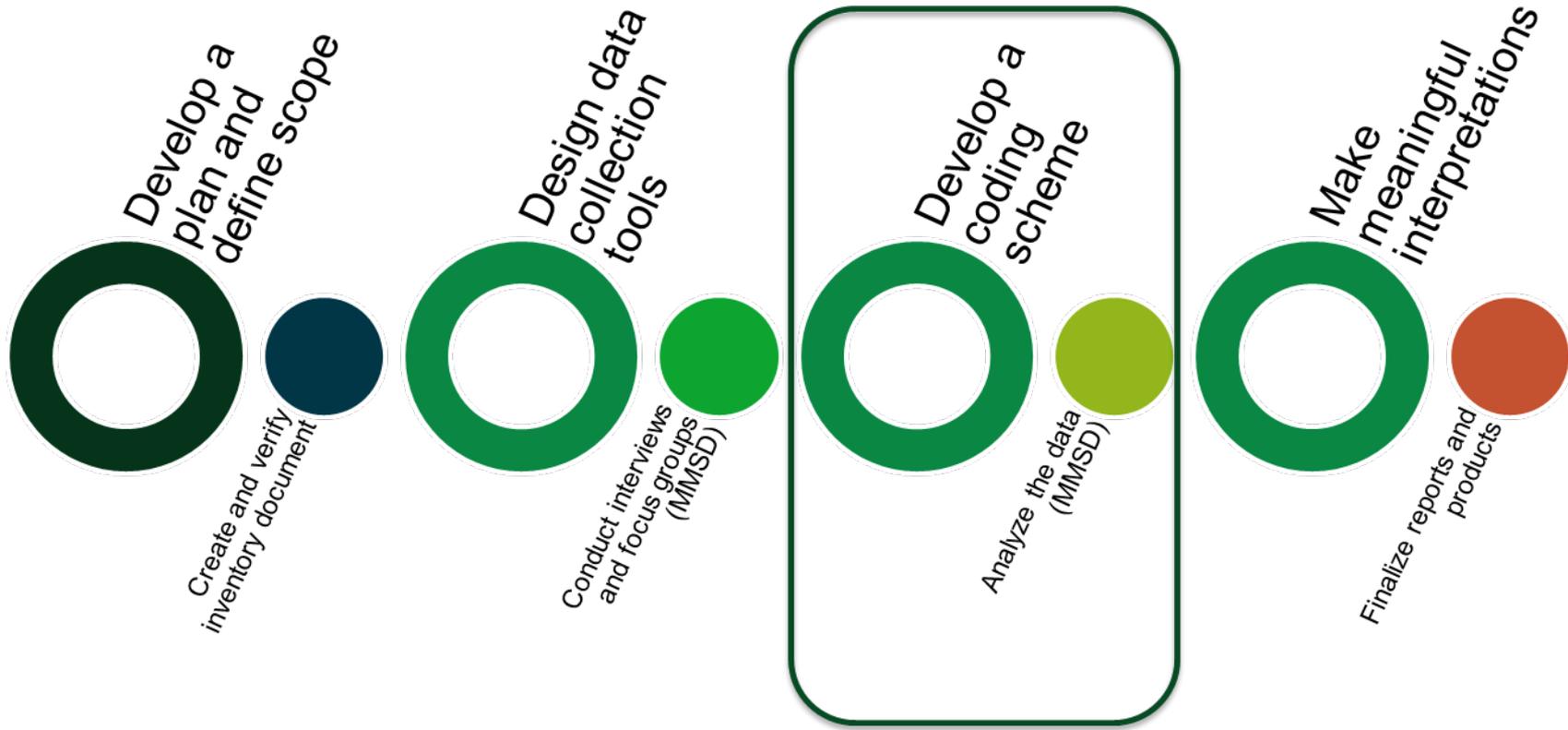
4. Closing

Session goals

1. Review our progress.
2. Develop an understanding of coding.
3. Create a coding scheme.
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

Shared Ownership Model

Collective
planning

Using data to
make decisions

Involves
primary
implementers,
coaches,
administration

Logistical Supports (dictated by intervention)

Time allocated
for intervention
(duration and
frequency)

Appropriate
physical
resources
(textbooks,
materials etc.)

Teacher Supports

Ongoing Professional
Development

Training in intervention
implementation, literacy, and
language acquisition

Research design

1. Complete an 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) Consider the possibility of interviewing one or two elementary schools based on possible discrepancies in the literacy interventions 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 decision making and identifying how best to support schools as they select and implement different literacy interventions.

Project products: Literacy interventions inventory

Complete an 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 the final report and other research products.

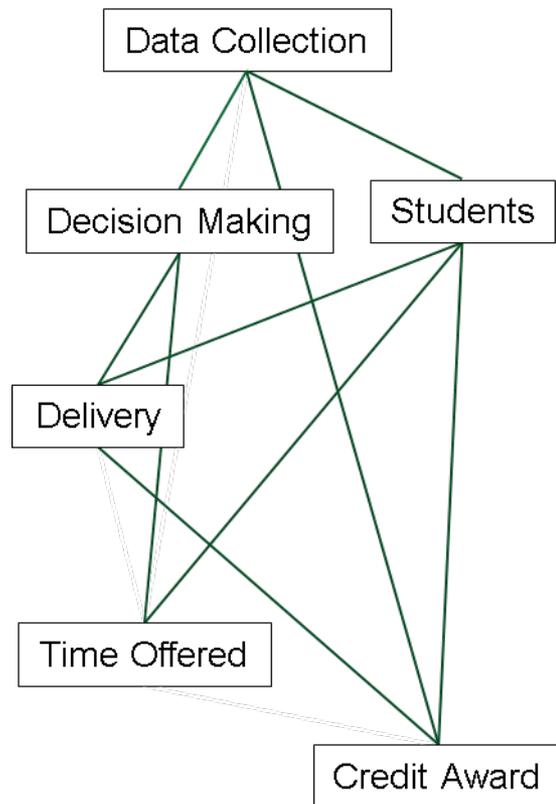
Roles and responsibilities

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 the final report.
- Provide feedback on other related project products (infographic).

Inventory review and next steps

Understanding and developing a coding framework



Why code?

Coding is a way to organize and understand the data. It is a method to discover potential relationships between data points and unveil unexpected themes.

Coding structures connect interview responses to the research questions.

What is a code?

A word or short phrase that symbolically represents salient issues that arise in the interview transcripts and address the research questions.

How to develop a coding structure

Steps to take:

- Transcribe interviews.
- Generate categories based on transcript data, previous studies, research questions, or theories.
- Create a document with code descriptions and examples.
- Revisit a transcript and try out your coding scheme.
- Identify emergent themes.
What stands out to you?

Example coding notes

Lack of support.

Desiring professional
development training.

Unorganized tracking.

Need/improve online
platform.

“It’s just hard to incorporate all of these new programs that the district requests into lesson planning. We already have enough on our plates as it is. I guess it would be helpful if they actually showed us how to include these in our scheduling.”

“I think we need a more organized way to track things. With the way technology is advancing, it’s beyond me why we still use these archaic methods.”

Coding activity

Next steps

Next steps



Set working meeting to reflect on the coding pilot.

Set a time frame for completing the analysis.

Determine a date for the next meeting to discuss the analysis and the final report.



See
you
next
time!



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