



Literacy Environmental Scan Coaching with Madison Metropolitan School District: Session 4

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Agenda

1. Project progress review

2. Final report planning

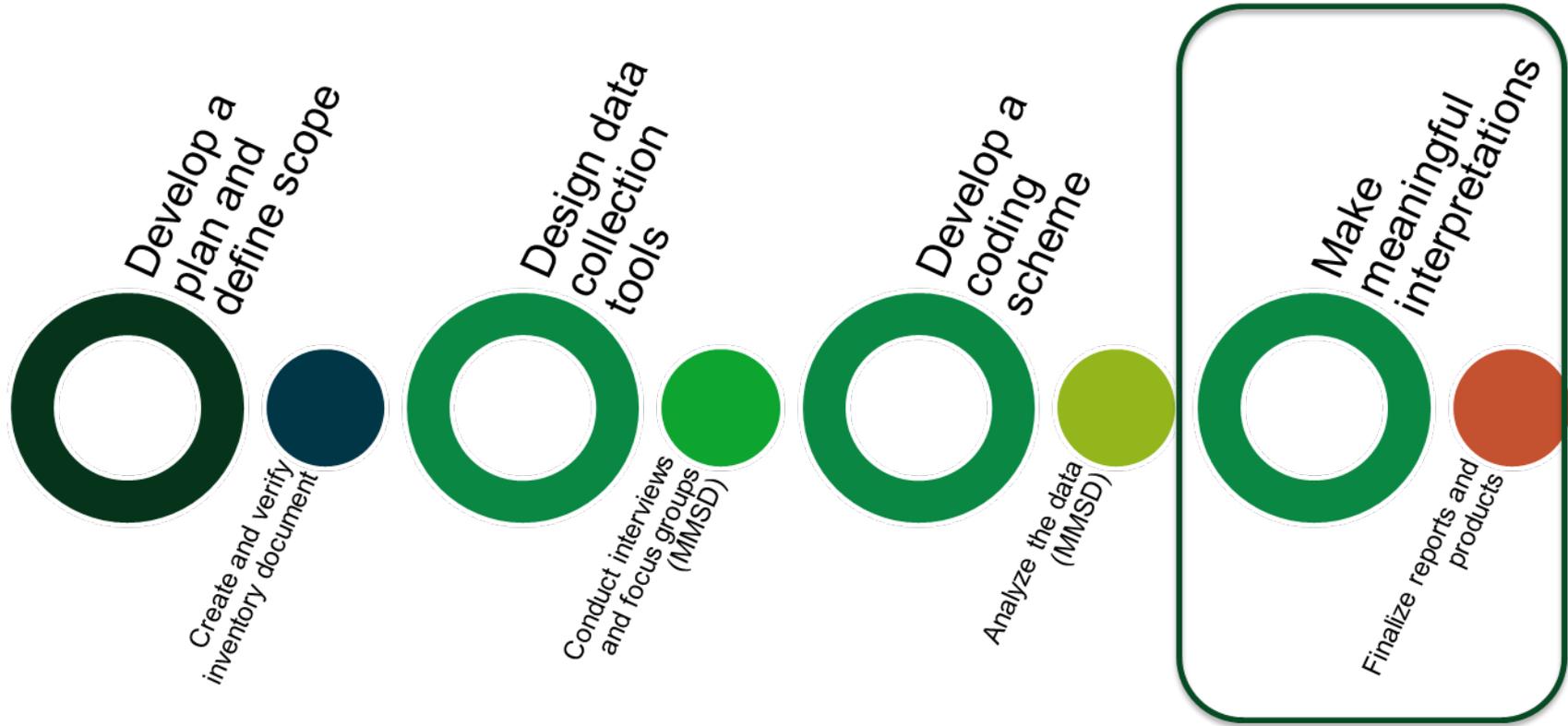
3. Closing and next steps

Session goals

1. Review our progress.
2. Engage in analysis and sensemaking activity.
3. Develop a structure for final report.
4. Discuss session 5 presentation.
5. 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 K–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 involve focus groups or one-on-one interviews, depending on the school.

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 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

1. Historical context with which the district has approached literacy interventions
2. Broad overview of alignment across the district in offerings and supports
 - i. Will use inventory and interview data and will focus on fidelity of implementation and gaps in support or administration
3. Implementation profiles of interventions of interest

Profiles will include information about select programs, including:

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

Roles and responsibilities

REL Midwest will:

- Assist MMSD in creating the final report and other research products.

Roles and responsibilities

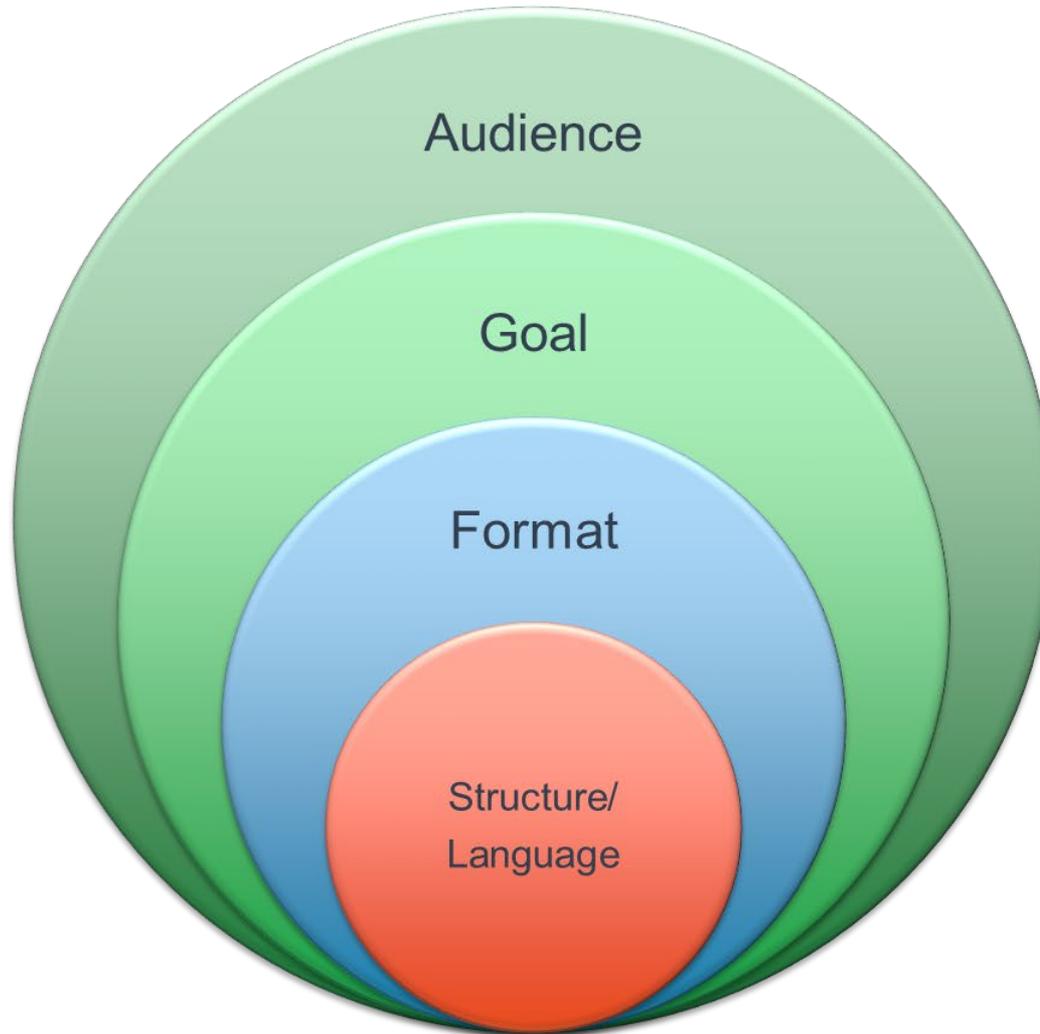
MMSD will:

- Participate in collaborative analysis and interpretation.
- Collaborate to write the final report.
- Provide feedback on other related project products (infographic).

Final report planning

Report writing considerations

Report writing considerations



Who is your audience?

Superintendent?



School board?



Other divisions?



General public?

What's the goal?



Influence
policy

Professional
development

Generate
action

Created by RULI
from Noun Project

Research report standard format

Introduction

- The hook.
- Driving questions.
- Relevant background information.
- Key findings.

Methodology

- Sampling frame.
- Tools developed and used.

Body (longer reports)

- Describe your findings in detail.

Closing

- Highlight key findings.
- Implications or recommendations.
- Limitations of your study.

Activity: Analysis and sensemaking

How can we use our analysis to “speak” to each of these?

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?

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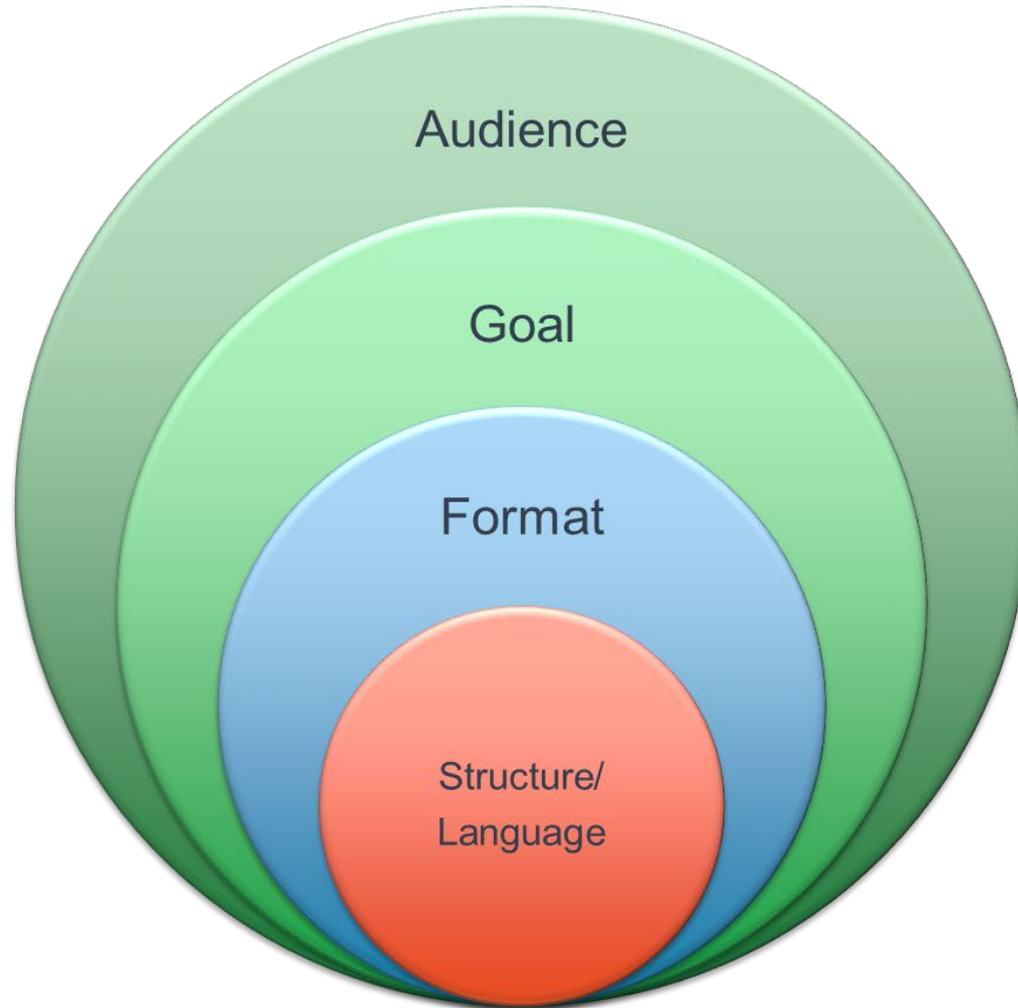
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RQ3. How are interventions being implemented with fidelity?

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- a) How is quality implementation being supported by the schools and district?
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Final report planning continued

Report writing considerations



Further considerations

- How much context or historical information will the reader need?
- Should the report include recommendations? For what audience?
- Are multiple formats appropriate for this report?

Let's work!

Our tasks:

1. Develop an outline.
2. Finalize report formats
3. Assign roles.



Next steps

Next steps for session 5



- Determine goals
- Identify appropriate participants
- Assign roles



See
you
next
time!



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