



Contexts and Considerations: Companion to Creating an Evidence-Based Framework

This document accompanies the State Literacy Plan (SLP) [Starter Kit Phase One](#) and serves as a guide for a State literacy team to accurately capture priorities of stakeholders and solidify a shared vision in developing the SLP. Once these priorities are established, the State literacy team can use these theories to build an evidence-based framework, which may include a logic model. A well-developed, well-informed logic model can help to ensure buy-in for the successful implementation of the SLP. The team first identifies and records their current State educational agency (SEA) contexts and associated considerations. Then, results gleaned from the chart will establish the basis for the framework. Included in this document is a completed Contexts and Considerations chart to serve as an example.

Have various stakeholders complete the chart separately to help reveal any differing circumstances and understandings. Then, bring everyone together to discuss the chart and complete one collectively to identify common understanding and purpose.

The contexts describe the current conditions of literacy achievement in the State. This is a statement of the need, why the need should be addressed, and whom it impacts. This information can be helpful during the development of the SLP.

The considerations could explain:

- the overall focus of the SLP;
- the type of participants the SLP will reach;
- how participants will be impacted by the SLP;
- external factors that may influence the development of the SLP; and
- the scale and scope of the SLP.

Ideally, the considerations are based on research and experience; are explicit; and have stakeholder buy-in before the State literacy team moves forward with the SLP development process.





Exhibit 1 presents an example of how to use the Contexts and Considerations Chart. You may revise the probes to tailor the chart to your State’s context.

Discuss the ideas you capture in the table with all staff members and stakeholders to create a shared vision and purpose.

Exhibit 1. Sample of completed Contexts and Considerations Chart

Contexts	
Probe	Answer
What is the current problem?	Literacy instruction throughout the state does not always align with evidence-based practices.
Why is it a problem?	Uneven use of evidence-based practices means not all students are receiving high-quality literacy instruction.
Who is affected?	Birth to grade 3 students primarily, with students through grade 12 also experiencing residual effects.
What have we done about it so far?	Made high-quality instructional materials available online.
What else can be done?	Create a comprehensive SLP and support implementation at the local level through professional development and literacy coaching.
What other considerations exist?	Many teacher training programs still include non-evidence-based practices.
Considerations	
Probe	Answer
What do we need to understand before we can develop a solution?	How LEAs are implementing evidence-based practices. Any recently enacted legislation that impacts state literacy instruction and/or standards.
What can the SEA directly impact?	Understanding of evidence-based practices. The support LEAs receive for implementation.
What is outside our control?	Implementation at the classroom level.
What is our number one priority?	To increase the percentage of students reading at grade level.
What skills, knowledge, and resources do we need to implement a solution?	Teachers need personalized professional learning on evidence-based literacy practices. Subject area teachers need professional development in supporting literacy in their classrooms.

After you have identified your SEA’s contexts and considerations, you can use this information to prioritize items of importance

and capture voices of stakeholders as introduced in [Phase One of the SLP Starter Kit](#).