

2022 Comprehensive Literacy State Development (CLSD) Program National Convening

March 1–3, 2022



*Mapping Our Progress:
Advancing Literacy
in the Face of COVID-19*



Resource Review: Monitoring Evidence-Based Practice Implementation

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Donna Warthan

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Purpose

- Discuss several key resources related to monitoring implementation.
- Collaborate with colleagues.
- Identify how resources can be used with grant projects.

Overview

- TA Team will give brief introduction to resources.
- Select the resources you would like to learn more about.
- Break into small-group discussions (two rotations).
- Come back together for the last five minutes to debrief.

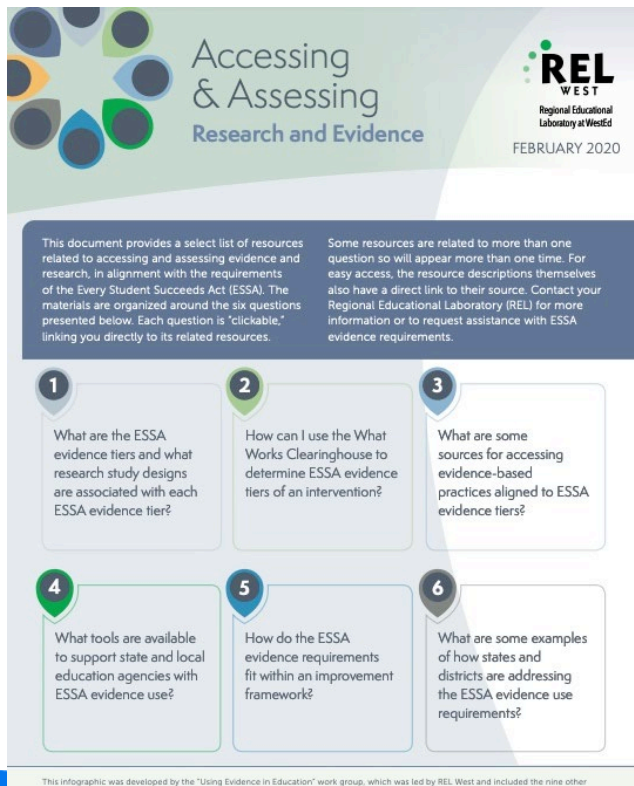
Open your agenda for easy access to resource links.

Resources

1. REL West: Accessing and Assessing Research and Evidence
2. REL Southeast: Implementing Evidence-Based Literacy Practices
3. IRIS Center: Evaluating Learner Outcomes and Fidelity
4. REL Northeast: Continuous Improvement in Education: A Toolkit for Schools and Districts
5. NIRN: Active Implementation Short Courses

Resource 1

- REL West: Accessing and Assessing Research and Evidence



- Answers and provides resources related to six key questions like “How do the ESSA evidence requirements fit within an improvement framework?”
- Can be used as a turnkey resource.
- Includes videos, PPTs, infographics, articles, etc.
- Includes state examples.


Resource 2

- REL Southeast: Implementing Evidence-Based Literacy Practices

IMPLEMENTING EVIDENCE-BASED LITERACY PRACTICES

This roadmap was developed to help state education agencies (SEAs) and local education agencies (LEAs) implement evidence-based literacy practices in their classrooms by following the suggestions of the resources listed in the eight steps below.

Video Infographic Link Document



- 1 Understanding evidence-based practices**
 - Why is evidence-based practice important?
 - Evidence levels described in the Every Student Succeeds Act (ESSA)
 - What Works Clearinghouse (WWC) standards of evidence
- 2 Forming an implementation team**
 - Goals, roles, and responsibilities of an implementation team
 - Roles and responsibilities of implementation team members at the SEA, LEA, and school levels
- 3 Creating a logic model for implementing & evaluating evidence-based literacy practices**
 - What is a logic model?
 - Logic models: A tool for designing and monitoring program evaluations
 - Education Logic Model (ELM) application
 - Completed logic model
 - Blank logic model
- 4 Self-study of readiness for implementing literacy interventions**
 - Overview of the self-study process, self-study guides, and using data to identify strengths and weaknesses
 - Summer reading camp self-study guide
 - Self-study guide for implementing early literacy interventions
 - Self-study guide for implementing literacy interventions in Grades 3-5
 - Self-study guide for implementing high school academic interventions
 - Using computer-adaptive assessments of literacy to monitor the progress of English-learning students
 - Self-study process for SEAs

- Interactive “road map” that offers step-by-step guidelines on how SEAs and LEAs can implement evidence-based literacy practices
- Includes videos, documents, links, and infographics
- A great place to start with the “big picture” of EBPs.

Resource 3

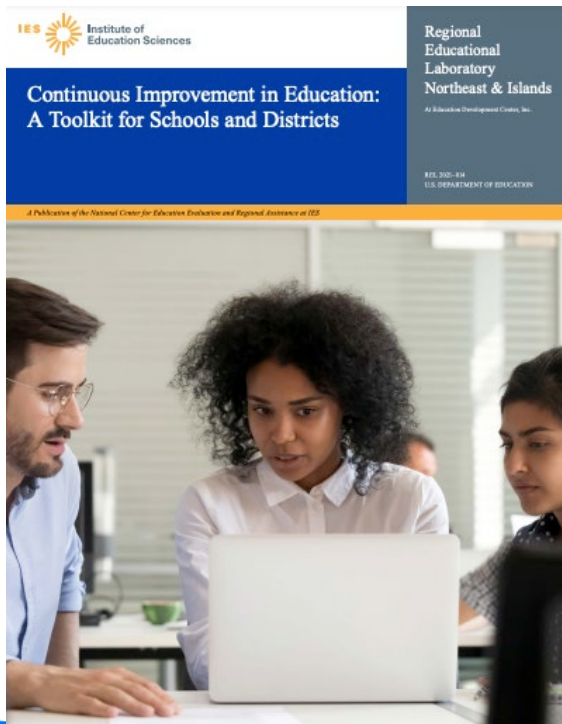
- IRIS Center: Evaluating Learner Outcomes and Fidelity

The screenshot shows a web-based module interface. At the top, there is a navigation bar with tabs for 'MODULE', 'CHALLENGE', 'INITIAL THOUGHTS', 'PERSPECTIVES & RESOURCES', 'WRAP UP', and 'ASSESSMENT'. Below this, a sidebar on the left contains icons for '1 Challenge', '2 Initial Thoughts', '3 Perspectives & Resources', '4 Wrap Up', and '5 Assessment'. The main content area is titled 'Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity'. It includes a paragraph of text: 'This module, the third in a series of three, examines how to evaluate whether an evidence-based practice is effective for the young children or students with whom you are working (est. completion time: 2 hours). If you have not done so already, consider completing parts one and two before beginning this resource.' Below the text are two links: '[Evidence-Based Practices \(Part 1\): Identifying and Selecting a Practice or Program](#)' and '[Evidence-Based Practices \(Part 2\): Implementing a Practice or Program with Fidelity](#)'. At the bottom of the main content area, there is a circular diagram with a yellow star in the center. The diagram is divided into five segments, each with an icon and a number: '1 Challenge' (gear icon), '2 Initial Thoughts' (lightbulb icon), '3 Perspectives & Resources' (book icon), '4 Wrap Up' (notepad icon), and '5 Assessment' (pencil icon).

- IRIS Center dedicated to supporting all students, but especially those with disabilities.
- This is a complete instructional module that outlines how to evaluate student progress and whether programs are implemented with fidelity.
- Additional modules available on other topics, including identifying and implementing programs.
- Might be useful for a professional learning event to discuss monitoring EBPs.

Resource 4

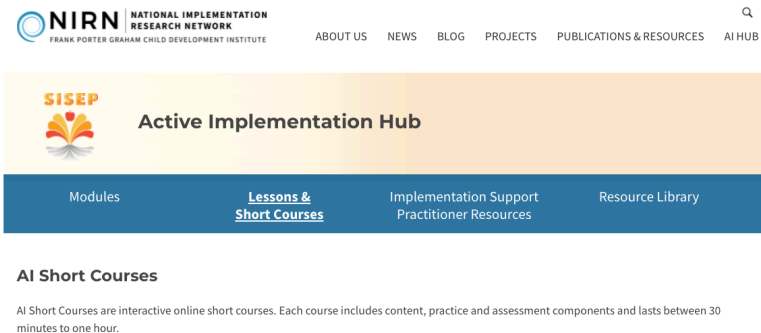
- REL Northeast: Continuous Improvement in Education: A Toolkit for Schools and Districts



- Considers continuous improvement from an educator's vantagepoint.
- Comprehensive toolkit that outlines how to approach continuous improvement as a process.
- Includes 26 handouts and templates that can be used during the process.
- Turnkey handouts, discussion prompts, timelines, and reflection tools can be used to support active improvement processes and team meetings.

Resource 5

- NIRN: Active Implementation Short Courses



- National Implementation Research Network focuses on science of implementation and system change.
- Active Implementation Hub includes modules, lessons and courses, and a resource library related to implementation and scaling up practices.
- The “Short Courses” are interactive courses that include content, practice, and assessment components.
- Topics include Hexagon Tool and Intro to PDSA cycles.
- Good place to start with teams new to implementation science.
- Could be used with professional learning teams or for self-paced learning.

Small Group Discussions

- You will have the opportunity to discuss two resources.
- If multiple team members are attending, consider selecting different resources.
- We will come back together for the last five minutes to discuss.

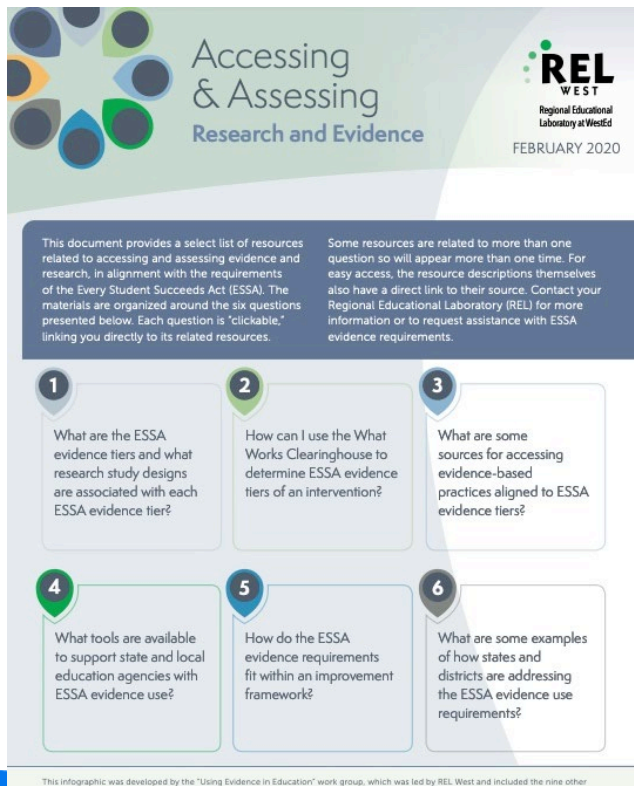
Session 1 15 minutes	Resource 1: Jobi	Resource 2: Rebecca	Resource 3: Donna	Resource 4: Alicia	Resource 5: Bridget
Session 2 15 minutes	Resource 1: Jobi	Resource 2: Rebecca	Resource 3: Donna	Resource 4: Alicia	Resource 5: Bridget

Breakout Room Options

Room 1	Room 2	Room 3	Room 4	Room 5
Jobi	Rebecca	Donna	Alicia	Bridget
REL West: Accessing and Assessing Research and Evidence	REL Southeast: Implementing Evidence-Based Literacy Practices	IRIS Center: Evaluating Learner Outcomes and Fidelity	REL Northeast: Continuous Improvement in Education: A Toolkit for Schools and Districts	NIRN: Active Implementation Short Courses

Resource 1

- REL West: Accessing and Assessing Research and Evidence



- Answers and provides resources related to six key questions like “How do the ESSA evidence requirements fit within an improvement framework?”
- Can be used as a turnkey resource.
- Includes videos, PPTs, infographics, articles, etc.
- Includes state examples.

Activity

- On your own:
 - Locate the resource using your agenda
 - Select one of the six questions and review the corresponding resources
- As a group:
 - What is most helpful about this guide?
 - Where might you use this guide?
 - What is missing, or what question are you still asking?

Resource 2

- REL Southeast: Implementing Evidence-Based Literacy Practices

IMPLEMENTING EVIDENCE-BASED LITERACY PRACTICES

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- Interactive “road map” that offers step-by-step guidelines on how SEAs and LEAs can implement evidence-based literacy practices
- Includes videos, documents, links, and infographics
- A great place to start with the “big picture” of EBPs.

Activity

- On your own:
 - Locate the resource using your agenda
 - Select one step on the map and review the corresponding resources
- As a group:
 - What is helpful about this roadmap?
 - Where/when might you use this roadmap?
 - What is missing, or what question are you still asking?

Resource 3

- IRIS Center: Evaluating Learner Outcomes and Fidelity

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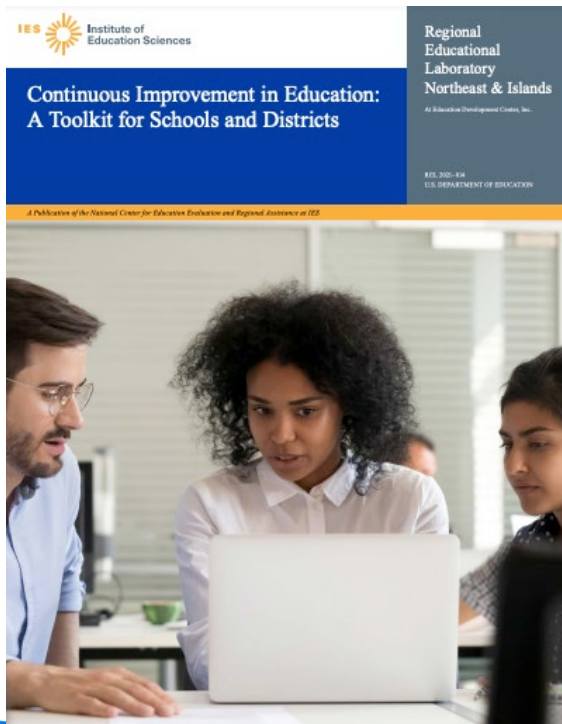
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Activity

- On your own:
 - Locate the resource using your agenda.
 - Explore the module and select one page from the “Perspectives and Resources” to review in-depth.
- As a group:
 - What is most helpful about this module?
 - Where/when might you use this module?
 - What is missing, or what question are you still asking?

Resource 4

- REL Northeast: Continuous Improvement in Education: A Toolkit for Schools and Districts



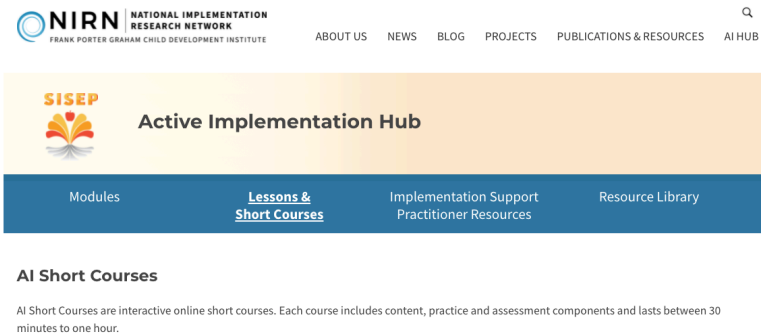
- Considers continuous improvement from an educator's vantagepoint.
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Activity

- On your own:
 - Locate the resource using your agenda
 - Review the table of contents. Select one section to review in-depth.
- As a group:
 - What is most helpful about this toolkit?
 - Where/when might you use this toolkit?
 - What is missing, or what question are you still asking?

Resource 5

- NIRN: Active Implementation Short Courses



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- Topics include Hexagon Tool and Intro to PDSA cycles.
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- Could be used with professional learning teams or for self-paced learning.

Activity

- On your own:
 - Locate the resource using your agenda.
 - Scan the page, then select one lesson to review in-depth.
- As a group:
 - What is most helpful about these lessons?
 - Where/when might you use these lessons?
 - What is missing, or what question are you still asking?

Debrief

- [Poll] Which resource did you enjoy learning about most?
- How was communication during the small group? What might contribute to more communication next time?
- How was the process of unpacking resources in small groups? What might improve the process next time?
- Think about your own participation. What will you do more or less of tomorrow?
- How will you use what you learned today?