



# Leadership & *Partnership* Matters

*to implementing evidence-based reading and literacy practices in schools*

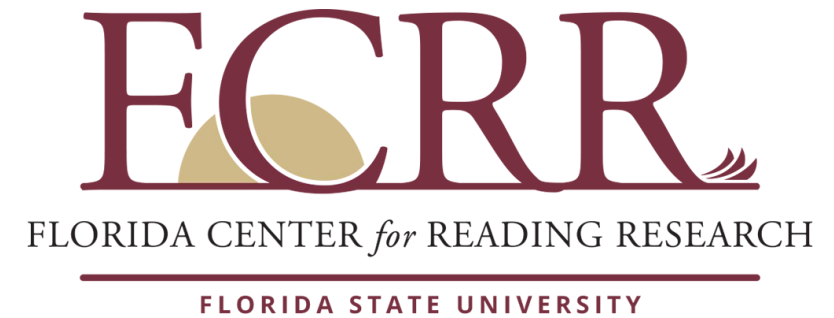
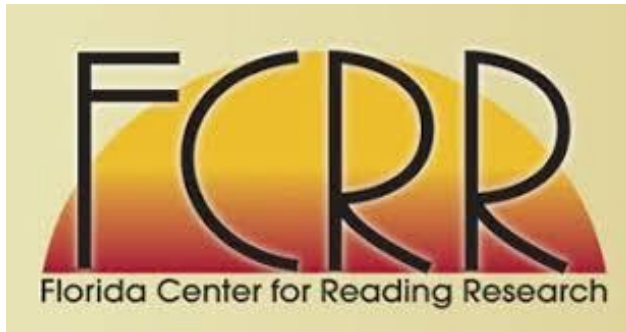
Dr. Nicole Patton Terry  
Director  
FCRR  
[npattonterry@fsu.edu](mailto:npattonterry@fsu.edu)

Carmen Conner  
Principal  
Pineview Elementary School  
[ConnerC@leonschools.net](mailto:ConnerC@leonschools.net)

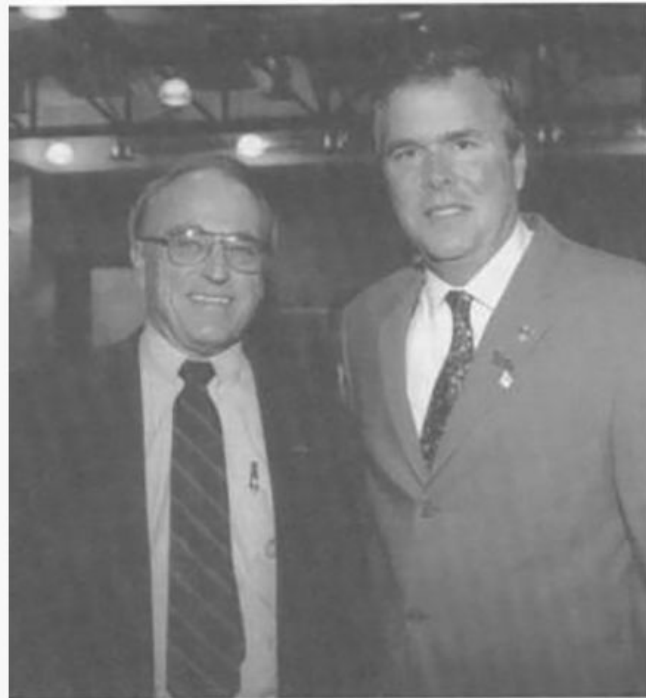


<http://fcrr.org//> @TheDrPT @TheFCRR





FSU



At a Feb. 26 meeting of the Florida Board of Education, Gov. Jeb Bush (right) announced the creation of a new \$2.5 million FSU center that will research and develop the best methods to teach reading, to be headed by Joseph K. Torgesen, the FSU Robert M. Gagne Professor of Psychology and Education (left). The center, which will collaborate with the University of Central Florida to offer teachers training in what works, is part of Bush's initiative to have all Florida students reading at grade level by 2012.



*Where were you in your journey in education in 2002?*



Why are we talking about leaders  
*(and not the science of reading)?*



In 2018, 2 leaders entered 2 schools with 1 question:  
*Why are so many students not reading and succeeding in school?*



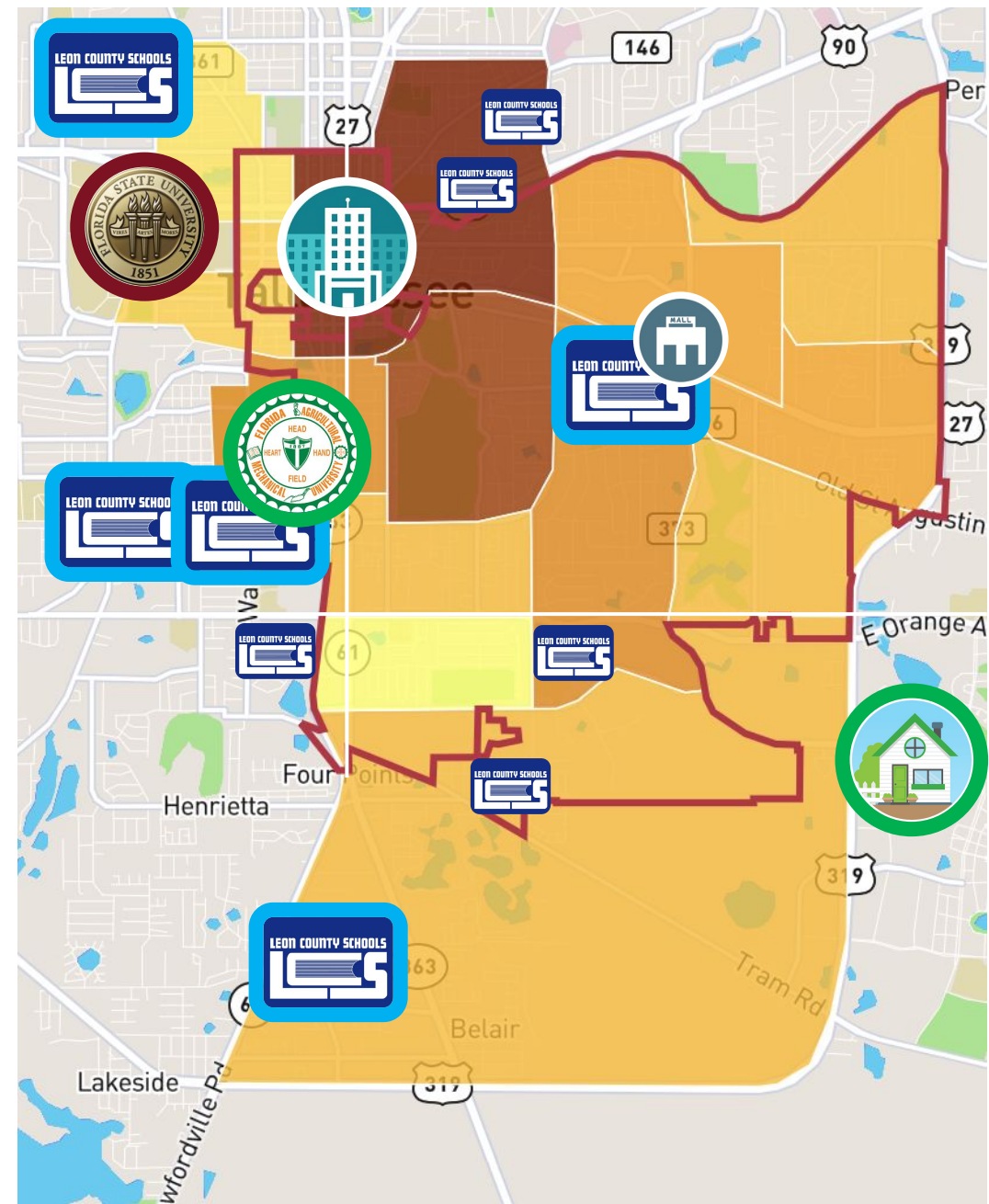


# Elementary schools along my drive to work

Percentage students reading at  
or above grade level in 2019\* in  
neighboring schools:

- Pineview = 32% (C)
- Bond = 23% (D)
- Riley = 26% (D)
- Hartsfield = 33% (C)
- Oak Ridge = 42% (C)

*\*pre-COVID 19*



How do I address reading in this place?











# Research-Practice Partnerships (RPPs)

“**long-term collaboration** aimed at educational **improvement or** equitable **transformation** through **engagement with research**. These partnerships are intentionally organized to connect **diverse forms of expertise** and **shift power relations** in the research endeavor to ensure that all partners have a say in the **joint work**.”

*Farrell et al., 2021*





# Initial Landscape Analysis

*My meetings from 2018-2019 included:*

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• <sup>123</sup>Leon County Schools:<br/>Superintendent and Assistant Superintendents, Title 1 ES Principals, feeder MS/HS principals, Title 1 Advisory Council, School Board Members</li> <li>• <sup>24</sup>TLH Mayor's Office, City Government, &amp; County Government</li> <li>• <sup>23</sup>FSU Colleges of Education, Social Work, Medicine, &amp; Communications, Center for Leadership &amp; Social Change, Challenger Center, etc.</li> <li>• UFlorida Lastinger Center</li> <li>• <sup>4</sup>Florida Children's Council</li> </ul> | <ul style="list-style-type: none"> <li>• <sup>123</sup>FL Grade Level Reading Campaign</li> <li>• <sup>2</sup>TLH Housing Authority</li> <li>• <sup>123</sup>United Way Big Bend</li> <li>• <sup>12</sup>Early Learning Coalition—Big Bend</li> <li>• <sup>12</sup>TLH Chambers of Commerce (all 3)</li> <li>• <sup>123</sup>FAMU: COE Dean and faculty</li> <li>• <sup>12</sup>Whole Child Leon</li> <li>• <sup>24</sup>Tallahassee Memorial Hospital</li> <li>• <sup>123</sup>WFSU</li> <li>• <sup>24</sup>Second Harvest (food bank)</li> <li>• <sup>123</sup>Florida Department of Education</li> <li>• <sup>34</sup>WKKellogg, Spencer, WTGrant, Walmart, Helios, and Community Foundations</li> </ul> |
|--|---|

**~75** meetings/events attended

indicates still engaged as:

<sup>1</sup>connect

<sup>2</sup>champion

<sup>3</sup>collaborate

<sup>4</sup>still working on it

# My first email to Principal Conner.

From: Nicole S Patton-Terry <[npattonterry@fsu.edu](mailto:npattonterry@fsu.edu)>  
Date: Tuesday, October 30, 2018 at 12:00 PM  
To: XXX Principals  
Cc: XXX Community Partner  
Subject: Introduction and advice

Good morning Principals XXX, XXX, and XXX.

My name is Nicole Patton Terry. **I am reaching out to you as a new member of the Tallahassee community who is interested in understanding my new home and how I can be most helpful to it.** I had the opportunity to have lunch with XXXX and she immediately suggested that I call each of you, both because you're active mothers in our community and because you are leading three schools in our community....**one of which I pass by every single day on my way to work (Pineview).** As a former special education teacher and a faculty member in the college of education, I am drawn to schools. Before moving here, I did a lot of work in schools and communities throughout Atlanta and I continue to have active partnerships there. I'd like to try to do the same here, but I want to do it in a way that is sensitive to this place, its strengths, its challenges, its opportunities. I would very much so appreciate your insights on all of this.

I know that each of you are incredibly busy. If you're willing, I would love to meet with you sometime soon. I am happy to meet together as a group, or to visit you at your schools individually. Just let me know what your calendars look like in the coming weeks, and I will fit into your schedules.

Thanks so much and I hope to meet you all soon.

# She had her own wonderings...

- Students with undiagnosed disabilities
- Attendance
- Pre-K attendance
- Teacher turnover
- Brand new teachers
- Programs (Wonders, Saavas)
- State standards (no more Common Core)
- Interventions (SRA Reading Mastery, Corrective Reading, and that closet)
- Teacher knowledge (OG training)
- Families experiencing significant hardships
- Making learning fun

*....oh....and reading too!*

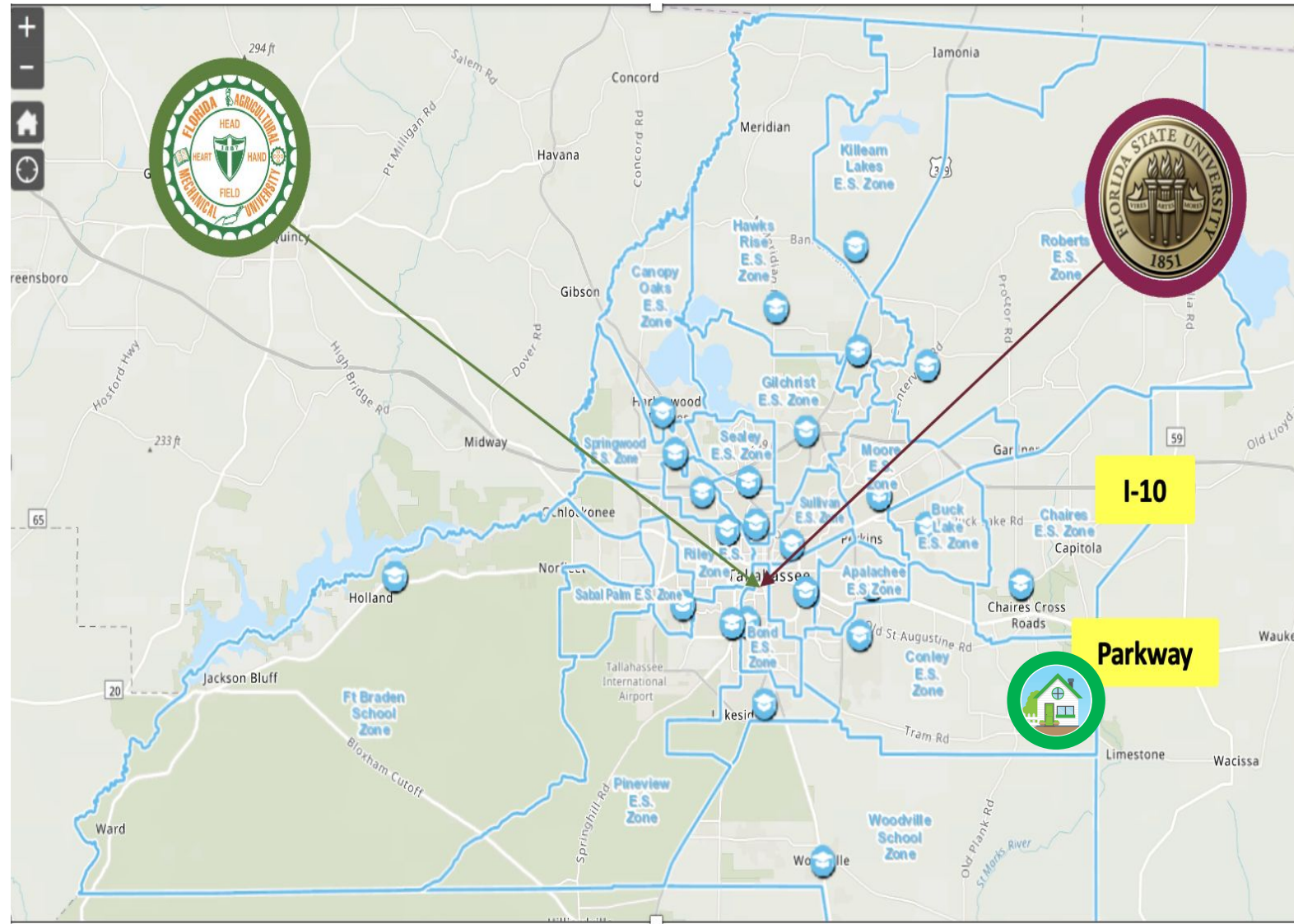




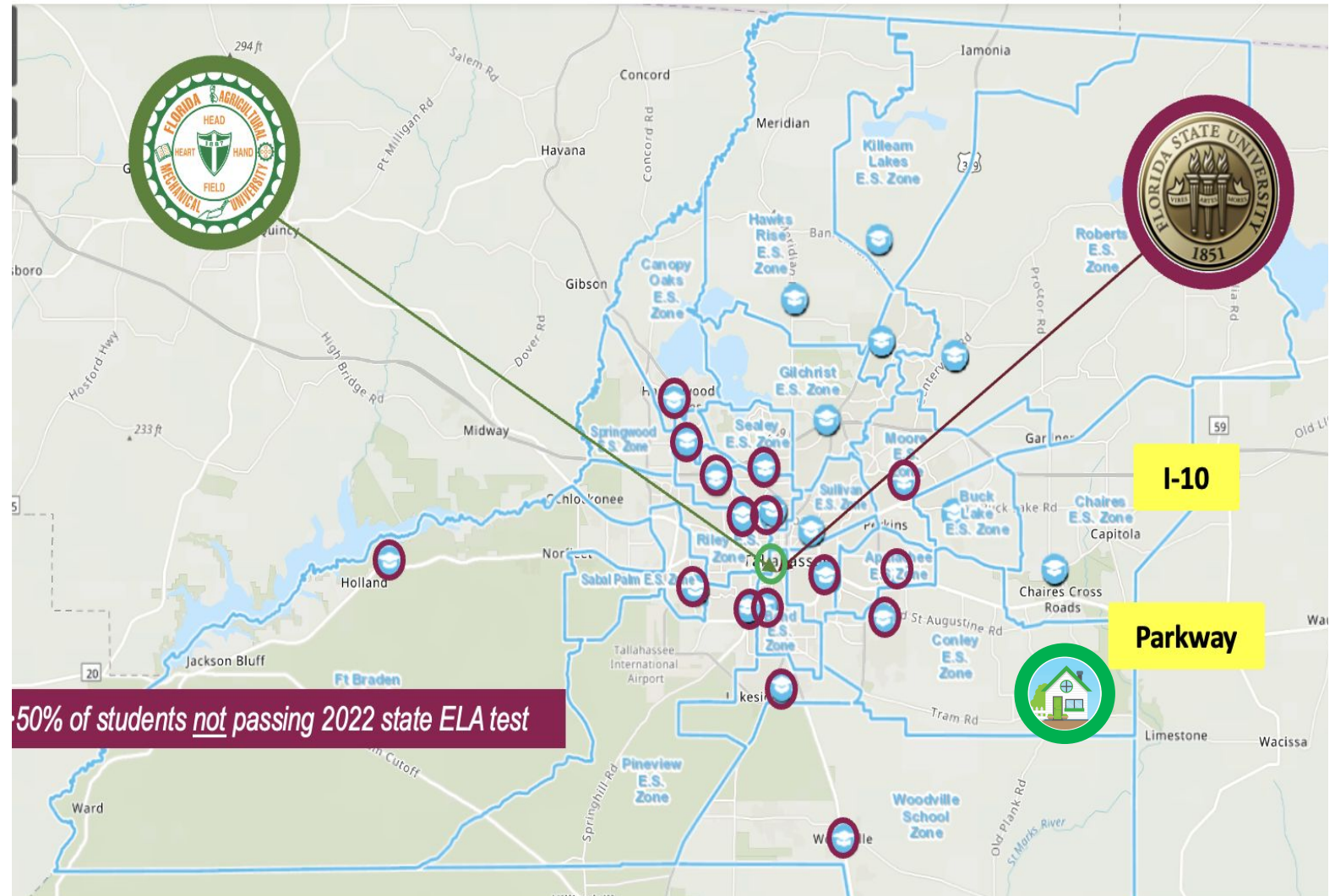
And she was right: addressing reading in this place cannot be about 1 thing.

Elementary schools in Leon County, where we live.

*\*2022 scores (post COVID)*

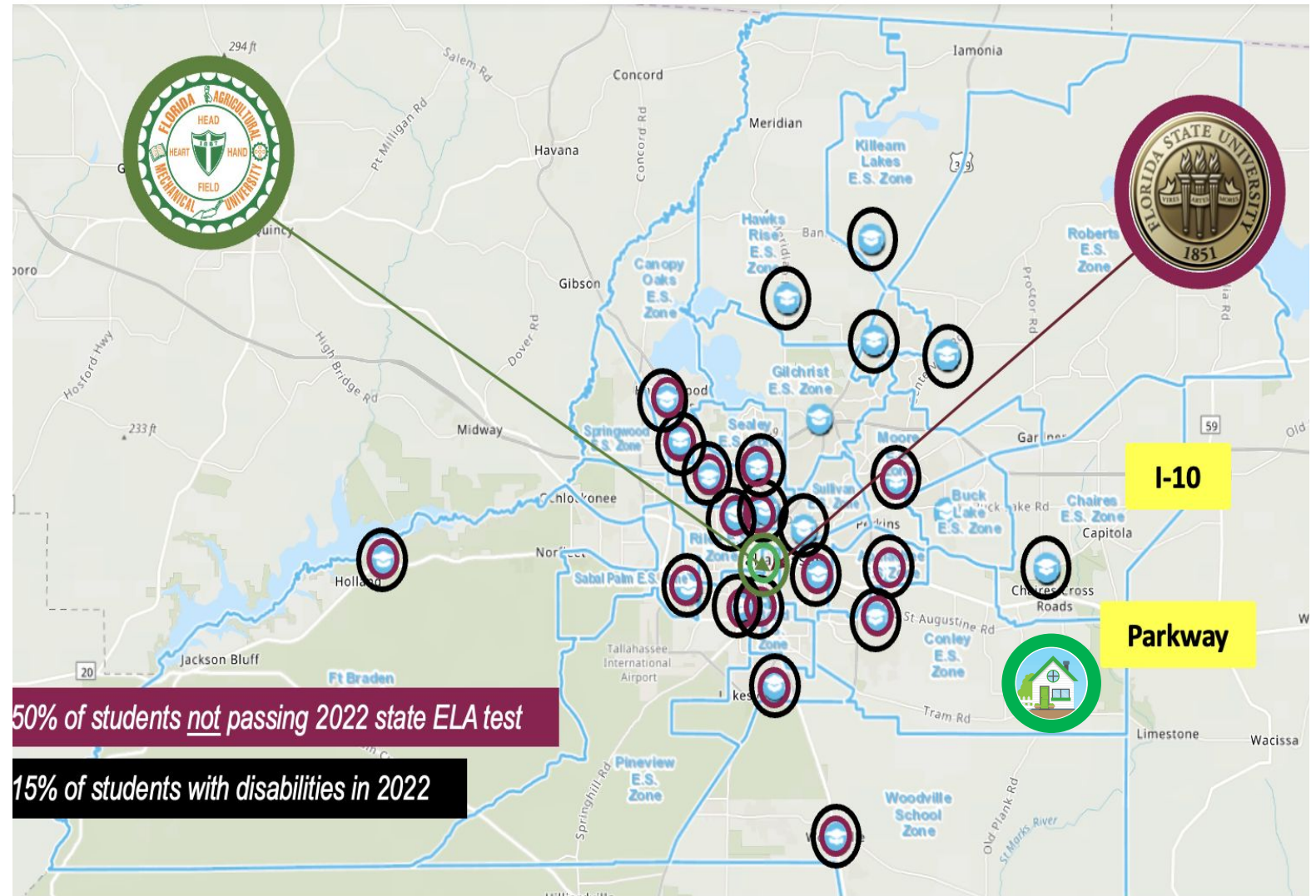


Many students  
across the district  
are not yet  
achieving grade  
level  
expectations for  
reading.



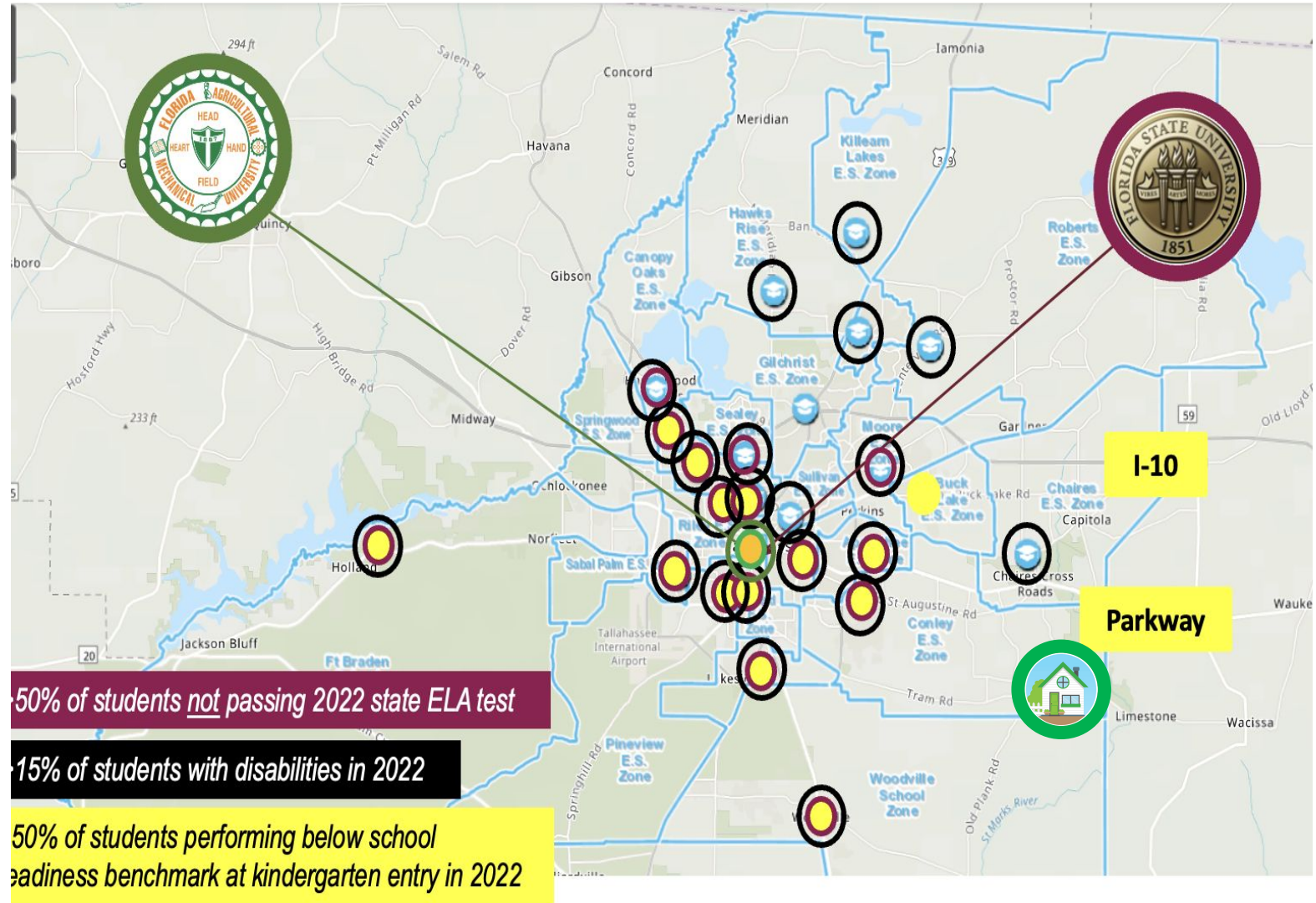


Many students across the district are growing up with disabilities that likely impact reading ability.





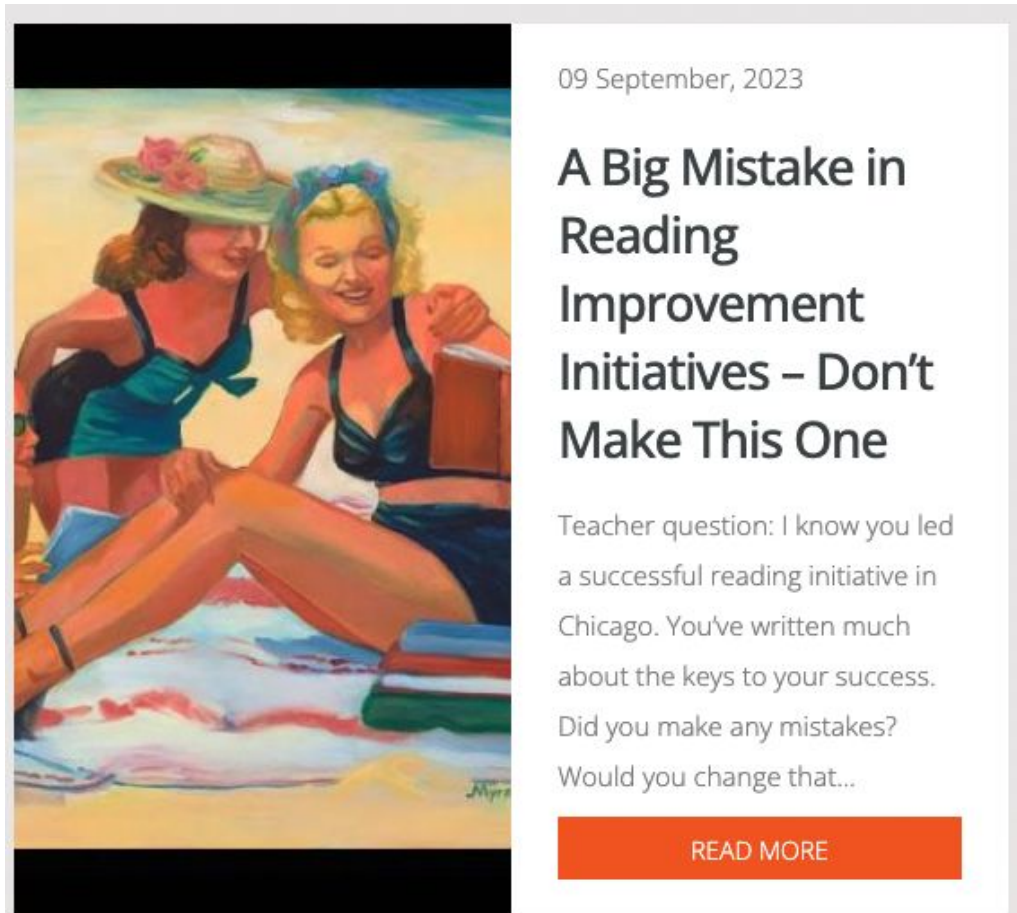
Many students across the district enter school not yet ready to benefit from formal instruction to ensure reading success.





We're not the first to think about leaders.

# Dr. Tim Shanahan's Blog (2023)



“A major error in my Chicago Reading Initiative experience was not pulling the principals in early enough or thoroughly enough. My attentions were laser focused on hiring coaches and readying them for their important role...No doubt about it, with the benefit of 20-20 hindsight, today I would reverse that equation: bring the principals on board first and then bring coaches in to support and extend what the principals have started.”

*It's not (just) about the leadership philosophy or style, it's about what they do!*



# How Principals Affect Students and Schools

(Grissom et al. 2021)

- Previous 2004 research synthesis found that “leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school” (Leithwood et al. 2004, p. 5).
- Updated research synthesis of studies since 2020 found:
  - “we estimate that the impact of replacing a below-average elementary school principal (i.e., one at the 25th percentile of effectiveness) with an above-average principal (i.e., at the 75th percentile) would result in an additional 2.9 months of math learning and 2.7 months of reading learning each year for students in that school...the effects in reading would be larger than about half of [reading] interventions” (p. xiii).
  - “the impact of having an effective principal on student achievement is nearly as large as the effect of having a similarly effective teacher” (p. xiii).



## RESEARCH REPORT

### How Principals Affect Students and Schools

A Systematic Synthesis of Two Decades of Research

Jason A. Grissom  
VANDERBILT UNIVERSITY

Anna J. Egalite  
NORTH CAROLINA STATE  
UNIVERSITY

Constance A. Lindsay  
UNIVERSITY OF NORTH  
CAROLINA AT CHAPEL HILL

February 2021

Commissioned by  
**Wallace**

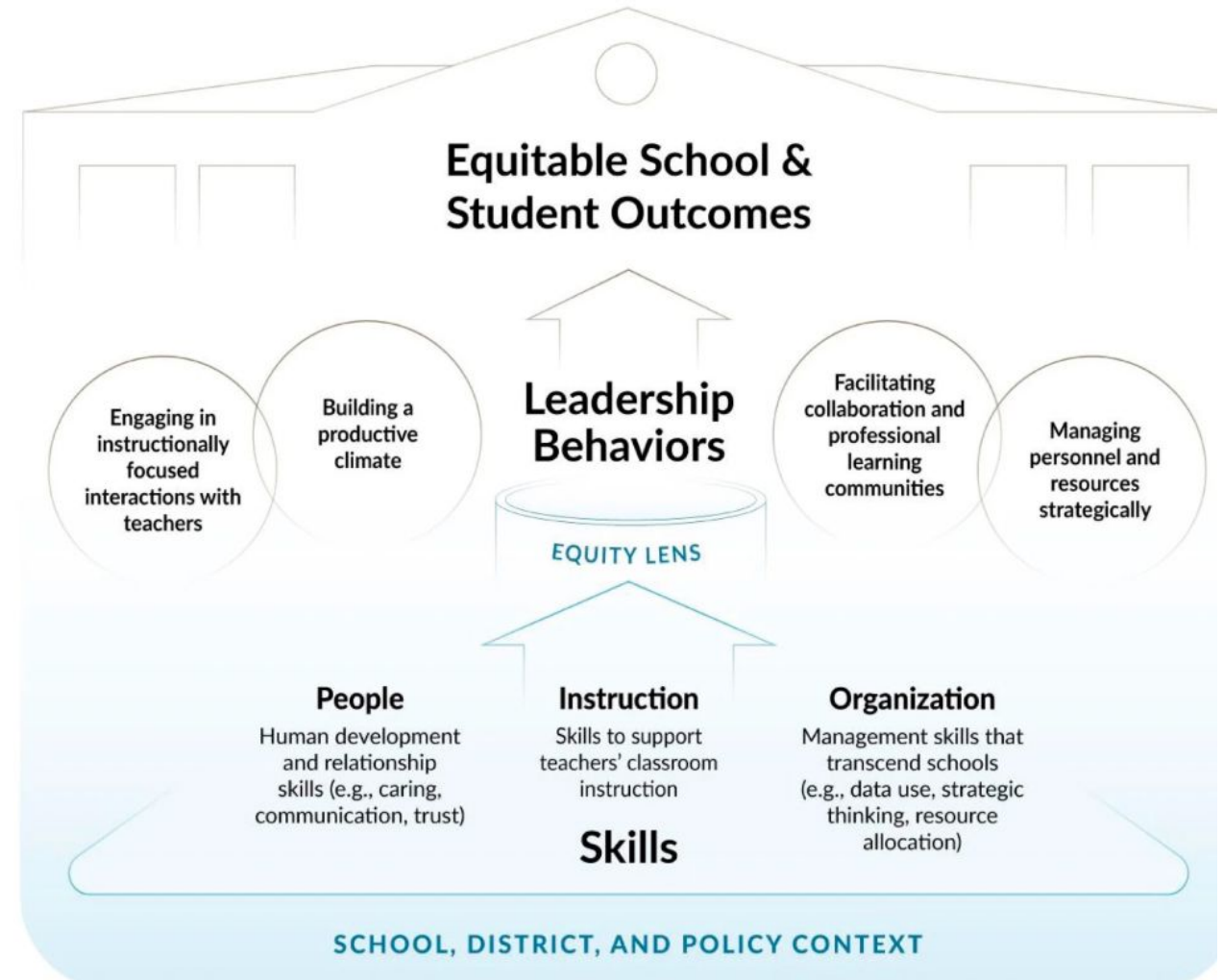


# How Principals Affect Students and Schools

(Grissom et al. 2021)

- Additional positive relations between principals and attendance, teacher job satisfaction, and teacher turnover.
- Evidence suggests 4 behaviors of effective principals:
  - focusing work with teachers on instruction
  - building a productive climate
  - forging collaboration and professional learning among teachers and others
  - managing personnel and resources well

An Emerging Framework for Connecting Equity in Principal Leadership to Equitable Outcomes



# The Lead for Literacy Framework

<https://leadforliteracy.org>

## The Lead for Literacy Framework

The Lead for Literacy Framework helps school and district leaders navigate the process of evaluating, building, implementing, and sustaining evidence-based literacy practices within a comprehensive schoolwide reading model. Learn more about each of the framework elements below, and visit the [Lead for Literacy](https://leadforliteracy.org) website to explore resources to guide your implementation.

### Standards, Priorities, & Goals

#### Effective Leaders Make Reading a Schoolwide Priority

Schools with a clear vision and mission for reading demonstrate understanding, alignment, and prioritization of standards, priorities, and goals among all staff. Successfully implementing this element assures that all teachers of reading are guided by common goals and a shared vision for high-quality reading instruction.

### Administration, Organization, & Communication

#### Effective Leaders Focus on Continuous Improvement

Strong instructional leaders work continuously and strategically with staff and teams to improve reading instruction and intervention within a multi-tiered system of support (MTSS). Successfully implementing this element improves organization and communication regarding reading programs and practices.

### Instruction & Intervention

#### Effective Leaders Support High-Quality Reading Instruction

High-quality instruction and intervention includes programs, practices, and materials with documented efficacy that align with goals and standards. Successfully implementing this element leads to increased use of evidence-based literacy practices that meet the needs of a full range of learners.

### Assessments

#### Effective Leaders Guide Teams in Purposeful Data Use

Various assessment data are used to inform reading instruction in important, meaningful, and actionable ways. Successfully implementing this element promotes efficient schoolwide assessment practices and analysis of reading achievement data through various team structures.

### PD & Job-embedded Collaborative Learning

#### Effective Leaders Utilize Job-Embedded Learning Formats

Workshops, coaching, and professional learning communities (PLCs) are used to develop and maintain educator expertise in various reading instructional practices. Successfully implementing this element leads to more purposeful selection, design, and application of PD that is responsive to schoolwide needs.

The research reported here is funded by an award to the Lead for Literacy Center from the U.S. Department of Education, Office of Special Education Programs (OSEP), Award #: H326L180002. The opinions expressed are those of the authors and do not represent views of OSEP or the U.S. Department of Education.

<https://leadforliteracy.org> [Twitter.com/leadforliteracy](https://twitter.com/leadforliteracy) [Facebook.com/leadforliteracy](https://facebook.com/leadforliteracy)

## Literacy Leaders: What Do You Need to Do?

### RECOGNIZE FEATURES OF EFFECTIVE INSTRUCTIONAL DELIVERY

When leaders prioritize spending time in classrooms, they recognize that *how* reading instruction is delivered is just as important as *what* is delivered.

### MAKE EVIDENCE-BASED LITERACY INSTRUCTION A SCHOOLWIDE PRIORITY

Schools with a clear vision and mission for improved reading achievement demonstrate an understanding of evidence, and prioritize the adoption, and implementation of evidence-based literacy practices among all staff.

### COLLECT INFORMATION & PROVIDE FEEDBACK ON THE CONTENT AND DELIVERY OF LITERACY INSTRUCTION

Classroom walkthroughs that are focused on lesson quality and integrity to evidence-based practices will give leaders valuable information about what's working –or not working– in their school.

The research reported here is funded by an award to the Lead for Literacy Center from the U.S. Department of Education, Office of Special Education Programs (OSEP), Award #: H326L180002. The opinions expressed are those of the authors and do not represent views of OSEP or the U.S. Department of Education.

<https://leadforliteracy.org> [Twitter.com/leadforliteracy](https://twitter.com/leadforliteracy) [Facebook.com/leadforliteracy](https://facebook.com/leadforliteracy)

## Literacy Leaders: What Do You Need to Know?

### WHAT ARE THE PRIORITY READING SKILLS

#### Language Comprehension

- Background Knowledge (facts, concepts, etc.)
- Vocabulary (breadth, precision, links, etc.)
- Language Structures (syntax, semantics, etc.)
- Verbal Reasoning (inference, metaphor, etc.)
- Literacy Knowledge (print concepts, genres, etc.)

#### Word Recognition

- Phonological Awareness (syllables, phonemes, etc.)
- Decoding (alphabetic principle, spelling-sound correspondences)
- Sight Recognition (of familiar words)

#### Skilled Reading

Fluent execution & coordination of word recognition and text comprehension.

Increasingly Strategic

Increasingly Automatic

Scarborough, 2001

### HOW TO SUPPORT TEACHERS WITH IMPLEMENTING EVIDENCE-BASED LITERACY PRACTICES

Workshops, coaching, and professional learning communities can be leveraged to provide teachers with ongoing, job-embedded support and feedback geared toward improving their practices.

### HOW TO EVALUATE, PRIORITIZE, PLAN & IMPLEMENT AN EFFECTIVE READING MODEL

By creating a culture of continuous improvement, effective school leaders are always working with staff to make their multi-tiered systems of support in reading more efficient and effective for students.



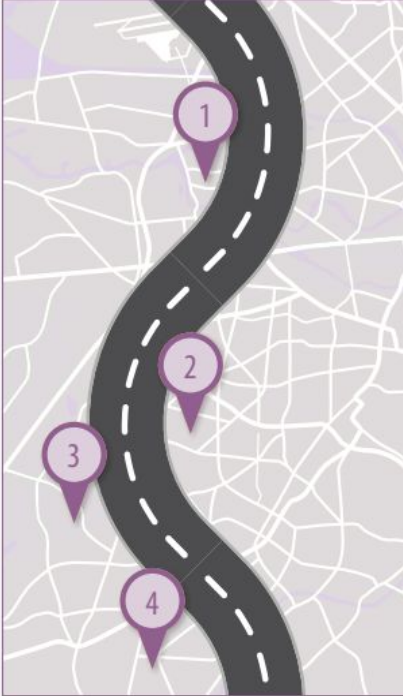
# The Roadmap for Implementing Evidence-Based Literacy Practices

[https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL\\_SE\\_Implementing\\_evidencebased\\_literacy\\_practices\\_roadmap.pdf](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Implementing_evidencebased_literacy_practices_roadmap.pdf)

## 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 3-8
  - Self-study guide for implementing high school academic interventions
  - Using computer-adaptive assessments of literacy to monitor the process of English-learner students
  - Self-study process for LEAs

## IMPLEMENTING EVIDENCE-BASED LITERACY PRACTICES

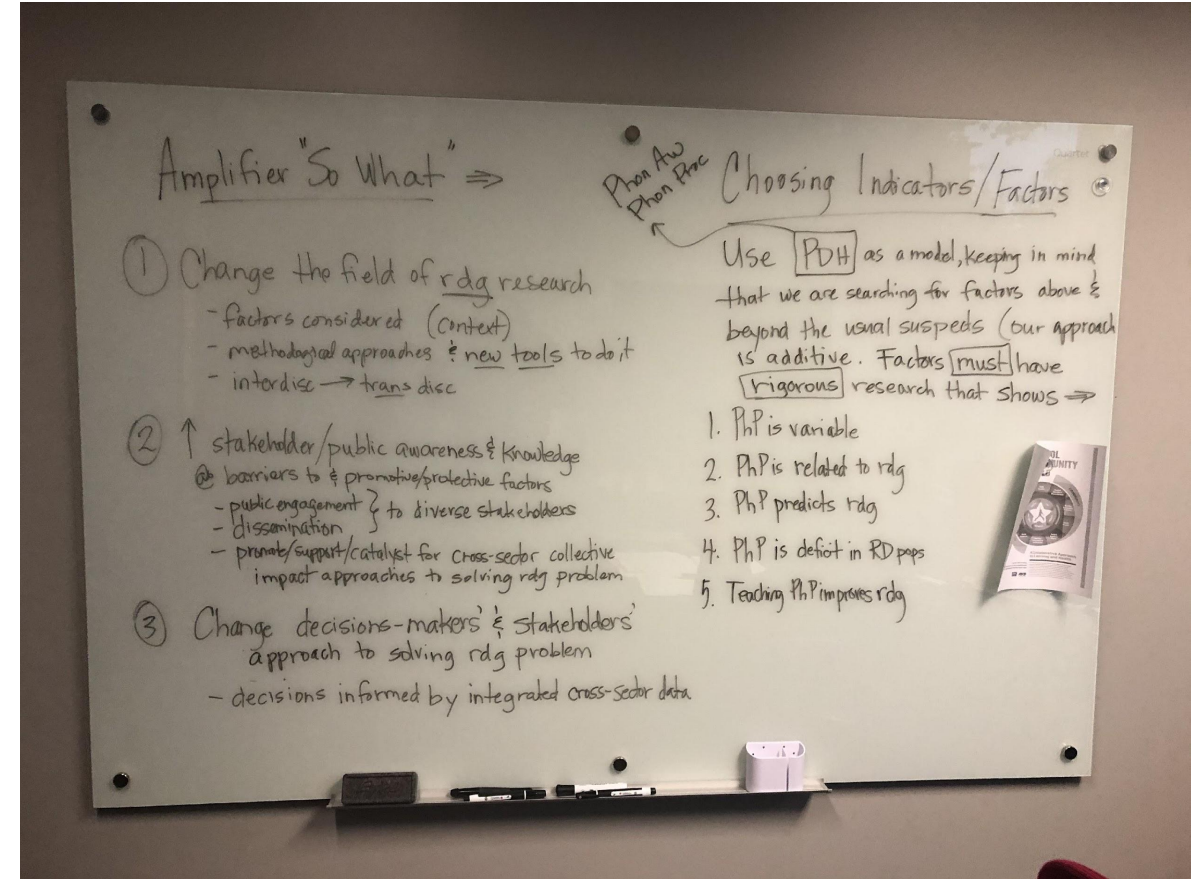
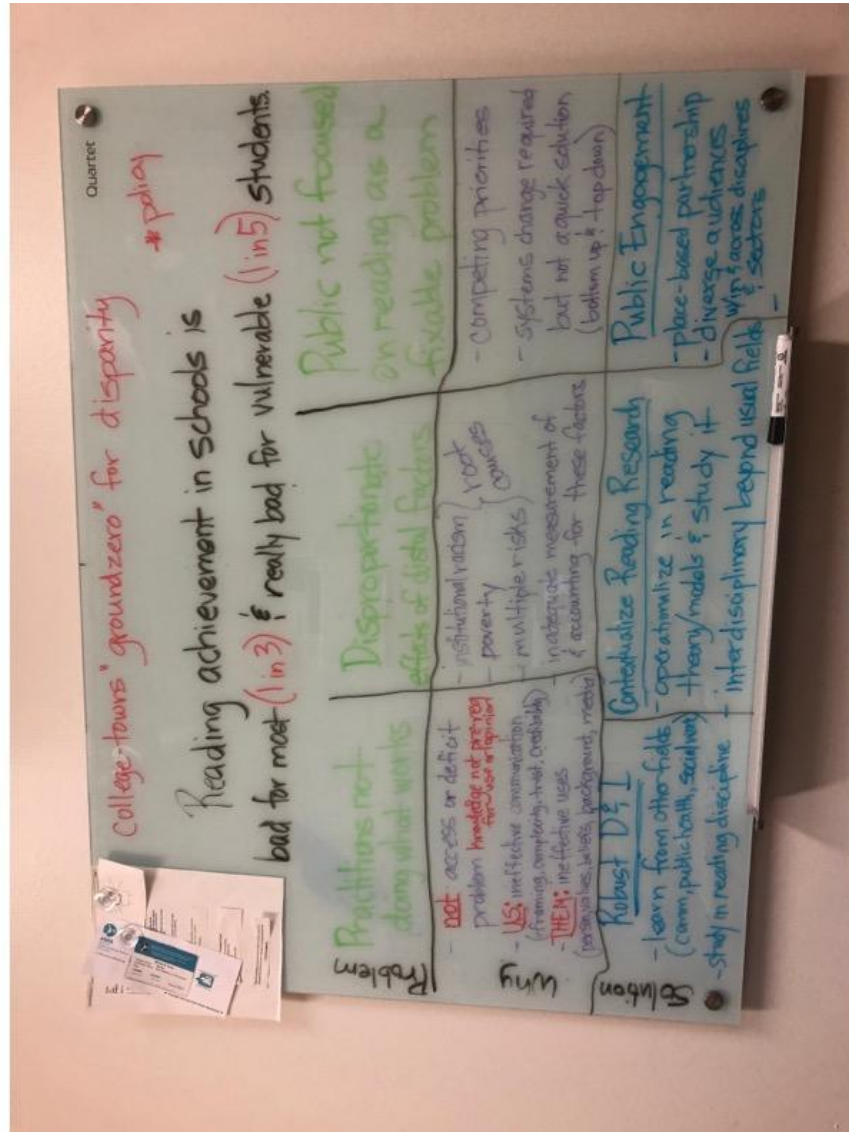
Video Infographic Link Document



- 5 Selecting evidence-based instructional materials and strategies**
  - Overview of the WWC, systematic review, and rubric
  - WWC literacy interventions
  - WWC literacy practice guides
  - Systematic review of research on the effectiveness of adolescent literacy programs and practices from the past 20 years (1994–2014)
  - The relative effectiveness of two approaches to early literacy intervention in grades K–2
  - Response to Intervention (RTI) in reading grades 1–3
  - ELA instructional materials review guide and rubric
- 6 Resources for selecting literacy assessments**
  - Overview of key concepts of literacy assessments
  - Reliability and validity
  - National Center on Intensive Intervention tools
- 7 Implementing evidence-based practices**
  - Overview of professional learning communities
  - Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
  - Professional Learning Community (PLC) facilitator's guide for foundational reading skills practice guide
  - PLC for teaching academic content and literacy to English learners in elementary and middle school practice guide
- 8 Evaluating implementation of evidence-based literacy practices on an ongoing basis**
  - Importance of ongoing evaluation and basic strategies
  - National Implementation Research Network

REL SOUTHEAST National Center for Education Evaluation and Regional Assistance

# A plan emerged...





grounded in partnership...



*December 2019*



*A university partnership  
reading achievement  
success in Leon*

- Together, we endeavor to create a district where all students are thriving, in every neighborhood and in every school.
- Our focus is on reading, early learning, students with disabilities, and college and career pathways.

# operated based upon a Theory of Action and a Shared Research Agenda...

Purpose

Harnessing the power of research, innovation, & engagement to educate, inspire, and empower all students to read and reach their full potential.

Input What do we invest to operate?	Activities & Outputs What do we do to operate?	Short Term How do the participants benefit immediately from?	Intermediate How do the participants benefit intermediately from?	Long Term What is the ultimate impact of? How have participants and their context changed?
<b>Leon County Schools (LCS)</b> <ul style="list-style-type: none"><li>Office of the Superintendent</li><li>Division of Professional, Intervention, &amp; Community Services</li><li>Division of Academic Services</li><li>Title I &amp; Title I Advisory Council</li><li>Staff Development</li><li>Early Childhood Programs</li><li>LCS School Board</li></ul> <b>Florida Center for Reading Research (FCRR)/Florida State University</b> <ul style="list-style-type: none"><li>The Village</li><li>Innovative Research Dissemination Lab</li><li>School of Teacher Education</li><li>Department of Psychology</li><li>College of Social Work</li><li>School of Communication Sciences &amp; Disorders</li></ul> <b>Community Partners</b> <b>Funding</b> <ul style="list-style-type: none"><li>William T. Grant Foundation</li></ul>	<b>Administrative Support</b> <ul style="list-style-type: none"><li>Project Management</li><li>Fiscal Management</li></ul> <b>Research</b> <ul style="list-style-type: none"><li>Enact shared research agenda</li><li>Recruit, train, coach, &amp; retain researchers in district &amp; university</li><li>Conduct original research</li></ul> <b>Partnership</b> <ul style="list-style-type: none"><li>Enact organizational structure</li><li>Recruit, educate, &amp; retain champions in the district, university, &amp; community</li><li>Develop dissemination plan to communicate partnership activities</li><li>Engage diverse talent, resources, &amp; stakeholders across FCRR, FSU, LCS, &amp; local community</li></ul> <b>National Partners</b> <ul style="list-style-type: none"><li>National Network of Education Research Practice Partnerships</li><li>William T. Grant Foundation</li></ul>	<b>Year 1-2: 2023-2024</b> Building Capacity <b>Research</b> <ul style="list-style-type: none"><li>Increased number of researchers in district &amp; university conducting research on foci areas</li></ul> <b>Innovation &amp; Engagement</b> <ul style="list-style-type: none"><li>Increased number of champions in district, university, &amp; community</li><li>Increased number &amp; type of channels to communicate research findings &amp; partnership activities</li><li>Obtain funding</li></ul>	<b>Outcomes and Impact</b> <b>Year 3-4: 2025-2027</b> Sharing <b>Research</b> <ul style="list-style-type: none"><li>Increased number of research studies on foci areas</li></ul> <b>Innovation &amp; Engagement</b> <ul style="list-style-type: none"><li>Increased one-way &amp; bi-directional dissemination of findings with diverse district, university, &amp; community stakeholders</li><li>Increased number of actionable practice, programs, policy, and/or research plans enacted in response to findings</li><li>Obtain funding</li></ul>	<b>Year 5+: 2028 &amp; Beyond</b> Sustaining <b>Research</b> <ul style="list-style-type: none"><li>Increased rigorous &amp; relevant research informing LCS's needs &amp; priorities</li></ul> <b>Innovation &amp; Engagement</b> <ul style="list-style-type: none"><li>Increased awareness &amp; use of research evidence to inform decision-making</li><li>Increased public engagement between university &amp; community to support LCS's needs &amp; priorities</li><li>Obtain funding</li></ul> <div><b>Students</b><ul style="list-style-type: none"><li>Improved reading achievement for <u>all</u> students</li></ul></div>

External Factors and Assumptions

- Reading** is critical to success in school, college, and career, and thus significant to educational attainment, economic prosperity, equitable opportunity, health and well-being, and overall quality of life for individuals & their communities.

**Much is known** about how reading develops, how to teach reading, and how to support vulnerable learners from birth through adulthood. **Less is known** about how to create conditions and systems to sustain reading success for all learners.
- Conditions both **inside and outside of schools** influence reading achievement from early childhood through K-12 to postsecondary education.

**Universities** have unique **talent and resources** that can be leveraged to improve conditions within their local communities; primary amongst these are their researchers.
- Effective partnerships** require communication & trust, shared goals & values, mutually beneficial collaboration, and a long-term commitment.



# and infrastructure at FCRR.

Taking a place-based, collective impact approach, The Village creates, supports, and sustains research-practice partnerships to support reading achievement, school readiness, and school success among vulnerable children and youth.

- a. Connect our partners to research- and evidence-based practices, programs, and resources to help them address their most pressing problems of practice.
- b. Champion our partner's programs, activities, and initiatives that support children, families, schools, and communities.
- c. Collaborate to provide our partners with evidence that helps them learn, tell their story, and act to improve outcomes for children, families, schools, and communities.



Ok, can we go now????







Then lots of “life” happened ...



**COVID-19 Pandemic**  
*March 2020*

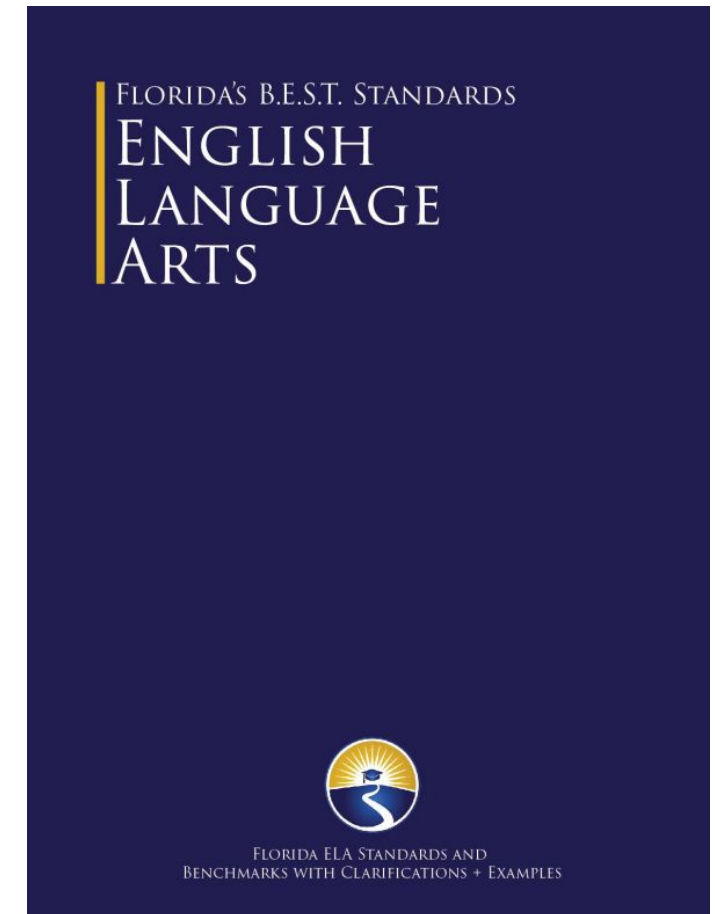


**FCRR Director**  
*October 2020*

What does it mean to be an “instructional leader” while everyone is legislating “the science of reading”?

## Florida Reading and Literacy Legislation (2020 – 2024) *ESERS, CARES, ARP, SB 2524, HB 7011, HB 3*

✓ <i>New State Regional Literacy Directors</i>	✓ <i>New Literacy Coach Endorsement</i>
✓ <i>Revised Reading Endorsement</i>	✓ <i>New New Worlds Reading Initiative</i>
✓ <i>New Comprehensive Evidence-Based Reading Plans</i>	✓ <i>Revised Teacher Preparation Programs</i>
✓ <i>New Elementary Principal Training</i>	✓ <i>New K-3 Tutoring</i>
✓ <i>New Reading Achievement Initiative for Scholastic Excellence (RAISE) Interventions &amp; Targeted Support Schools</i>	
✓ <i>New Florida’s B.E.S.T Standards for English Language Arts</i>	
✓ <i>New VPK-10 Screening &amp; Progress Monitoring System</i>	





What does it mean to be an “instructional leader” while navigating teacher (and principal) shortages?

## Why Florida is experiencing a teacher shortage

BY BETH LUBERECKI JUNE 1, 2024

PHOTO

**Florida schools face massive teacher shortage as new school year starts, FEA**

by Sophie Pendrill | Sun, August 18th 2024 at 10:23 AM



Thursday, August 15, 2024 / Categories: [Research](#), [Education](#)

**Briefing: Are Floridians Ready to Go Back to School? Not Without More Teachers...**

2024 Update

**Let's pause and remember:**

*There's comfort in wisdom and knowing your h*

In accepting the 2008 Distinguished Scientific Contributions Award from the Society for the Scientific Study of Reading, Dr. Scarborough reminded us about the gift of time...

- the importance of development
- the privilege of learning





Science is not about knowing.  
It is about *learning*.

So, what are we learning *together*?



In our ReadUP RPP, we consider equality and equity.



- We have shifted between concepts of equality and equity in US education.
- Farrell et al. (2021) suggest considering equity explicitly in:
  1. outcomes: exploring disparities (e.g., achievement gaps) in outcomes between specific student groups and identifying policies, practices, or interventions to address it.
  2. processes: implementing organizational structures and adopting specific practices that broaden participation and elevate perspectives (e.g., researchers are not the only experts).
  3. systems: addressing the historical, political, social, or economic systems that produce and contribute to disparities.



In our ReadUP RPP, we focus on **processes** needed to implement an evidence-based practice (EBP) effectively and sustainably so that all learners achieve intended **outcomes**.

The National Implementation Research Network (NIRN) developed the **Active Implementation Formula** to capture the mechanisms involved in the implementation process.



*6 minutes*

In our ReadUP RPP, we attend to much more than fidelity when implementing an EBP in schools.



- It will be difficult to get the desired outcomes without also considering processes and systems.
- Instruction and interventions are not implemented in a vacuum (only one part of the equation).
- Transition to focusing on heterogeneity and adaptation (e.g., *intentional systematic modifications* to the intervention and the context to improve fit and outcomes).

<https://impsciuw.org/implementation-science/research/implementation-strategies/>

In Implementation Science there are:	
7 Primary Outcomes	73+ Strategies
acceptability	evaluation & iteration
adoption	adaptation & tailoring
appropriateness	training stakeholders
cost	engaging consumers
fidelity	changing infrastructure
penetration	facilitation
sustainability	stakeholder relationships
	supporting stakeholders
	using financial strategies



For example, we've been working with Literacy Leadership Teams to better understand how they are supporting the implementation of reading & literacy EBPs in this context.

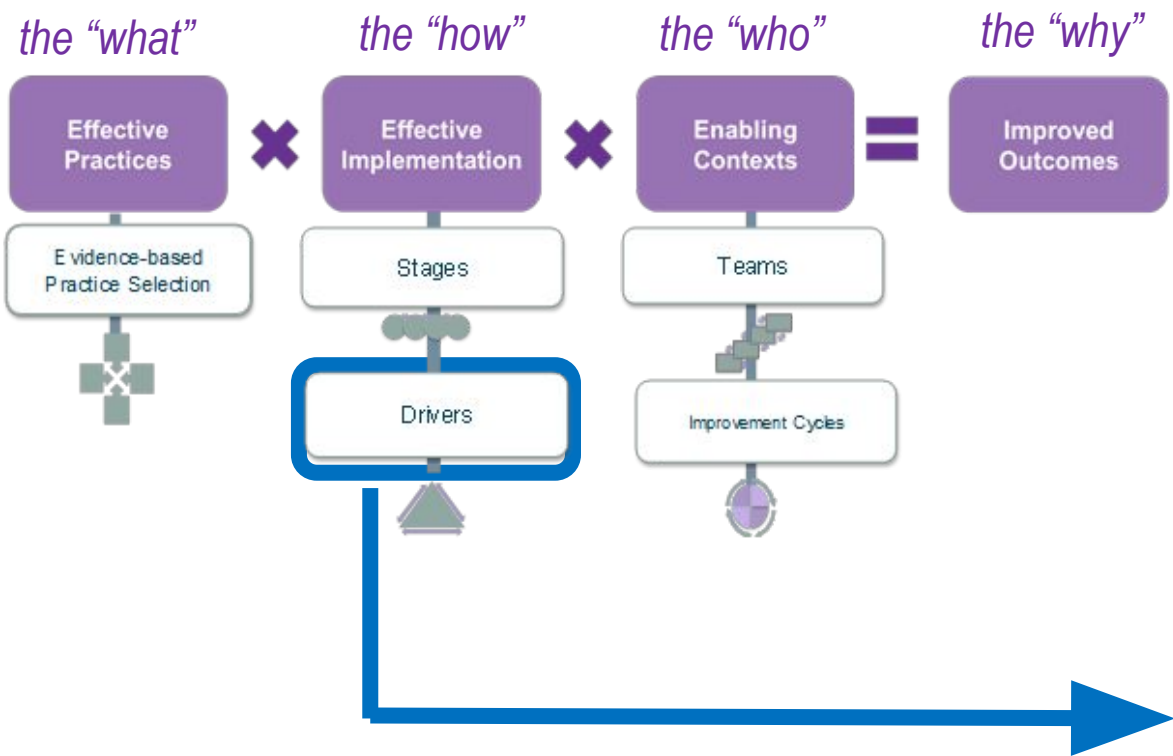
K-8 RAISE Schools ( n = 6)	Principals & District Leader (n = 7)	Reading Coaches (n = 7)	Mixed Methods Design
<ul style="list-style-type: none"> <li>- 66% Black students</li> <li>- 94.2% economically disadvantaged students</li> <li>- 24.33% students with disabilities</li> <li>- 32.52% students meeting expectations on state ELA Reading test</li> </ul>	<ul style="list-style-type: none"> <li>- 71.43% Black</li> <li>- 85.71% Women</li> <li>- 100% with MEd degree</li> <li>- 5.43 average years as a principal</li> <li>- 14.29% with Reading Endorsement</li> <li>- 9.71 average years as a teacher (42.86% in elementary)</li> </ul>	<ul style="list-style-type: none"> <li>- 54.14% Black</li> <li>- 100% Women</li> <li>- 66.67% with MEd degree</li> <li>- 33.33% over 6 years as a coach</li> <li>- 100% with Reading Endorsement</li> <li>- Average %correct on a measure of knowledge of coaching EBPs = 65.81%</li> </ul>	<ul style="list-style-type: none"> <li>- Principal-coach dyads participating in state-approved training in facilitated professional learning communities</li> <li>- Site visits &amp; observations</li> <li>- Focus groups &amp; interviews</li> <li>- Implementation surveys</li> </ul>

Using the AIF, we're learning about drivers of teachers' implementation of reading & literacy EBPs.

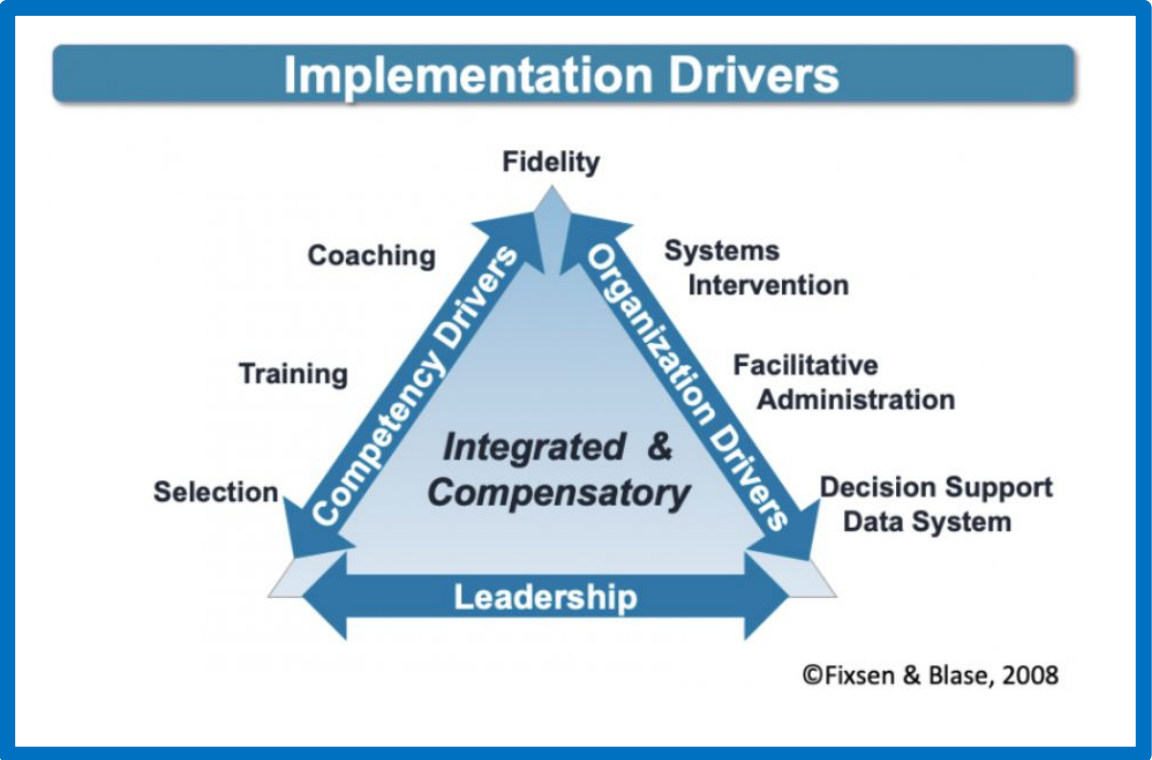


(Harris et al., 2022)

ACTIVE IMPLEMENTATION FRAMEWORK (AIF)



What is the variation among teachers & leaders in these drivers?



In a sub sample of K-5 teachers in 2 schools (n = 34), we found that teachers varied in their knowledge and efficacy, but not in their attitudes about or perceptions of their leader's support of them.

On average, teachers had:

- limited knowledge of reading & literacy EBPs (although it improved after PD).
- stronger self-efficacy about teaching in general than about teaching reading & literacy.
- were willing to try new EBPs.
- perceived that their leaders created supportive climates for implementation of EBPs.

Implementation Drivers	School A	School B
	M, (SD)	M, (SD)
<b>Staff Competence</b> (Teachers)	N=17	N=12
Teacher Knowledge of Early Literacy Skills Pretest (31 max)	15.6 (4.2)	13.3 (4.0)
Teacher Knowledge of Early Literacy Skills Posttest (31 max).	18.5 (4.07)	14.9 (4.18)
Teacher Sense of Efficacy Scale (108 max.)	79.5 (9.7)	93.5, (6.9)
Teacher Sense of Efficacy in Lang. Instruction (198 max.)	136.4 (23.5)	158.2 (13.7)
Evidence-Based Practice Attitude Scale (155 max.)	66.8 (11.2)	65.6 (21.7)
<b>Leadership</b> (Teachers)		
Implementation Leadership Scale (150 max.)	110.8 (13.9)	109.7 (12.4)
<b>Evidence-Based Practice Attitude Scale (EBPAS)</b> 31 items, Likert Scale (0: Not at all-4: very great extent), n=30		
<i>Evidence based practice are not useful in practice</i>	.44 (.629)	.67 (1.073)
<i>I would adopt an EBP if my students would benefit from it</i>	3.82 (.393)	3.75 (.515)
<i>Implementing an EBP will cause too much burden on me</i>	.59 (.795)	.62 (.870)



Among their principals and coaches (n=4), we also found that leaders varied in their perceptions of their school's climate and their teachers' and staffs' citizenship behaviors to promote implementation of reading & literacy EBPs.

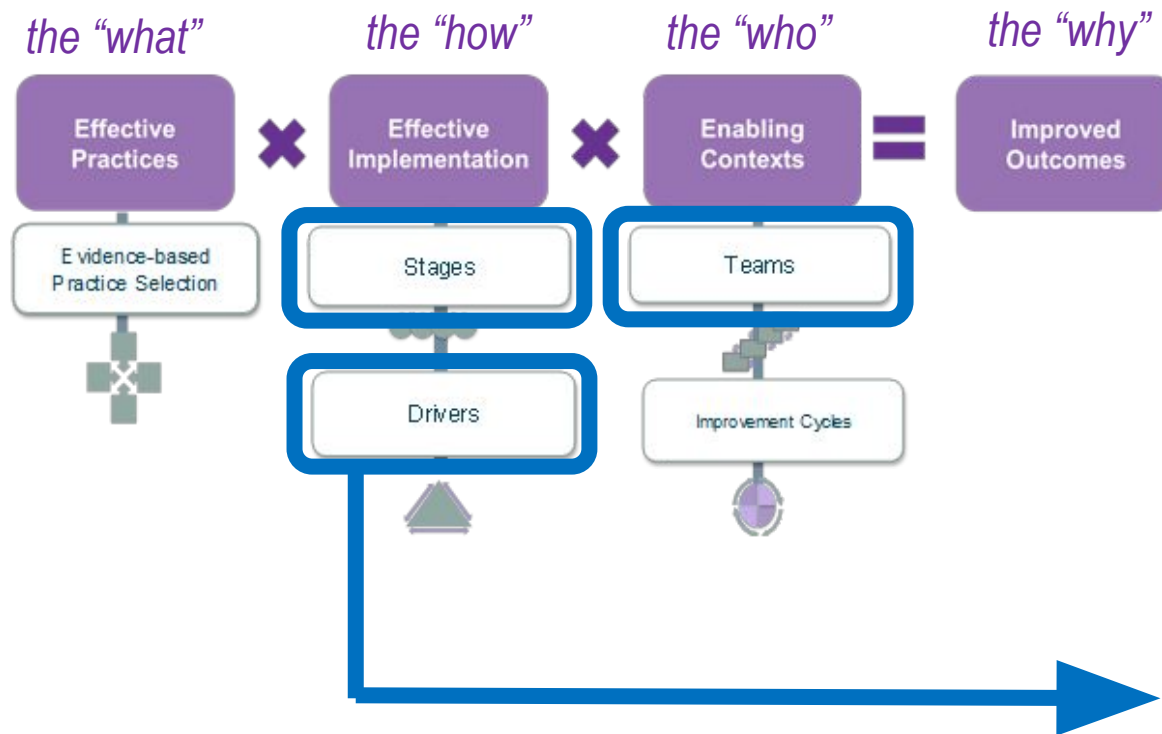
Implementation Drivers	School A	School B
	M, (SD)	M, (SD)
<b>Organizational Support</b> (Administrators)	N=2	N=2
Implementation Climate Scale (115 max.)	89.0 (4.2)	59.0 (25.4)
Implementation Climate Behavior Scale (75 max.)	58.5 (2.1)	41.5 (.70)
<b>Implementation Climate Scale (ICS)</b> 23 items, Likert Scale- (0: not at all-4: very great extent), n=4		
<i>This school devotes structured meetings (e.g., professional learning communities, grade-level meetings) to problem-solve delivering evidence-based practice with fidelity</i>	3.50 (.707)	3.00 (1.414)
<i>This school integrates (i.e., braids) the implementation of evidence-based practice with other ongoing work</i>	4.00 (0.00)	2.00 (0.00)
<b>Implementation Citizenship Behavior Scale (ICBS)</b> 15 items, Likert Scale (0: Not at all-4: Frequently, if not always), n=4		
<i>Teachers/school staff work to ensure that staff see the positive benefits of evidence-based practice implementation</i>	4.00 (0.00)	2.50 (.707)
<i>Teachers/staff here are champions of evidence-based practice</i>	4.00 (0.00)	2.00 (0.00)

Using the AIF, we're learning about barriers & facilitators to leaders' efforts to support the uptake and use of reading & literacy EBPs.



(Terry et al., 2023)






## ACTIVE IMPLEMENTATION FRAMEWORK (AIF)



## What is the alignment between principals & coaches on implementation teams?

- **Stages**: not an “event” but decisions, actions, and corrections that happen over time, from exploration to installation to initial to full implementation
- **Drivers**: competency, organizational, & leadership supports required to initiate, support, & sustain change
- **Teams**: collaborate to use drivers to move EBPs through stages.

Although they came to closer agreement over the course of a year, across our principal-coach dyads, we found potential barriers & facilitators to their efforts in related to their stage of implementation, ...

	BOY	EOY	
Effective Implementation (“the how”) frequently			0 = not at all; 4 =
Stages: Exploration & Installation			
Adoption	3.37	3.41  	<i>I would adopt an EBP if I knew more about how my students liked it If you received training in an EBP that was new to you, how likely would you be to adopt it within your school if you felt it “made sense” to you?</i>
Willingness	3.19	3.63 	<i>I would try a new EBP even if it were very different than what I am used to doing</i>
Unwillingness	3.39	3.56  	<i>The thought of implementing new EBPs stresses me out (reverse-scored item) Teaching/classroom experience is more important than using EBPs</i>



P-C Agreement & Average Rating >3









P-C Disagreement in Ratings



P-C Agreement & Average Rating <3



# drivers of implementation, ...

	BOY	EOY	
Effective Implementation (“the how”) frequently			0 = not at all; 4 =
Drivers: Leadership (coach ratings of their principals only)			
Communication	3.04	2.98 	Teachers/school staff keep up with school communication (memos, announcements and so on) related to EBPs Our principal encourages others to communicate with her/him about EBP implementation 
Proactive	3.30	3.31 	Our principal recognizes and appreciates teacher/school staff efforts toward successful implementation of EBPs
Knowledgeability	3.17	3.24 	Our principal knows what he or she is talking about when it comes to EBPs
Perseverance	3.23	3.36 	Our principal carries on through the challenges of implementing EBPs
Mission/Vision	3.20	3.29 	Our principal has a clear vision for the implementation of EBPs in this school



P-C Agreement & Average Rating >3







P-C Disagreement in Ratings



P-C Agreement & Average Rating <3

## drivers of implementation, ...

	BOY	EOY	
Effective Implementation (“the how”) frequently			0 = not at all; 4 =
Drivers: Competency and Organization			
Data	3.04	3.25	  <i>This school provides data-driven feedback to staff about their delivery of EBPs In this school, teachers/staff use data to connect the implementation of EBPs to measurable student outcomes</i>
Fidelity	2.68	2.95	  <i>This school collects data about how well EBPs are being implemented (e.g., fidelity assessments) This school devotes structured meetings (e.g., professional learning communities, grade-level meetings) to problem-solve delivering EBPs with fidelity</i>



P-C Agreement & Average Rating >3



P-C Disagreement in Ratings



P-C Agreement & Average Rating <3

FSU

 P-C Agreement & Average Rating >3
  P-C Disagreement in Ratings
  P-C Agreement & Average Rating <3

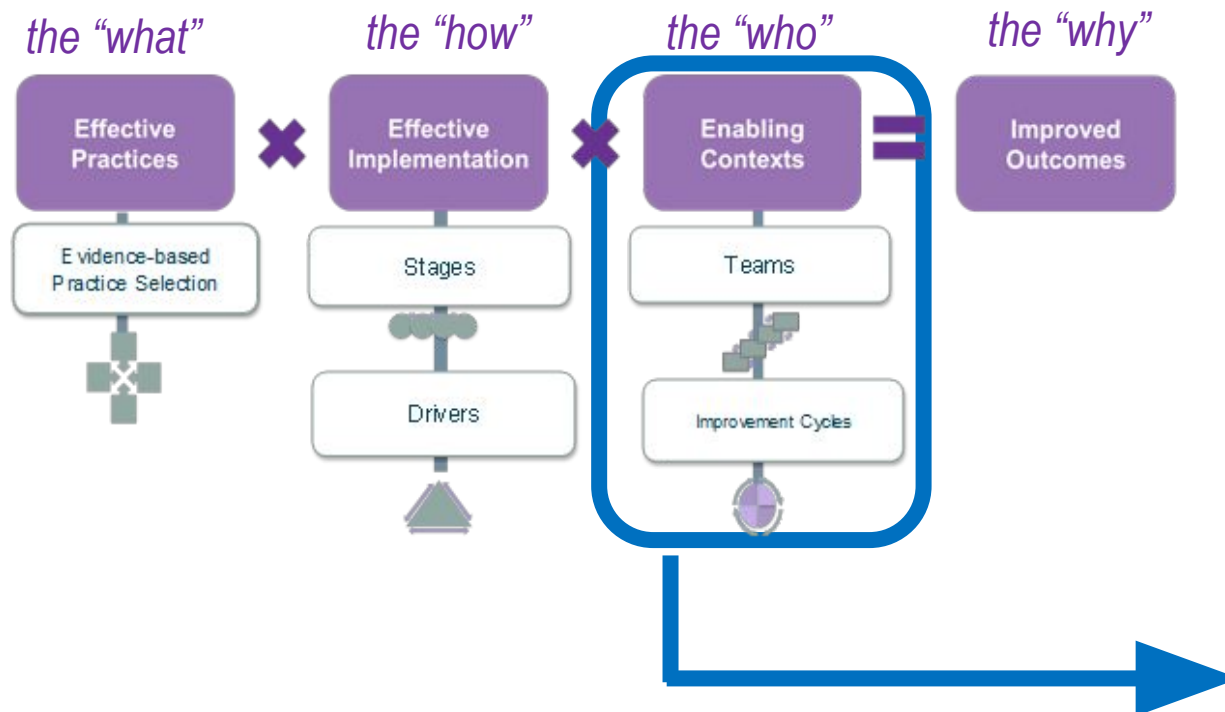


Combining the AIF with RPP frameworks, we're learning about how the RPP facilitates the uptake & use of reading & literacy EBPs.



(Terry et al., 2024)

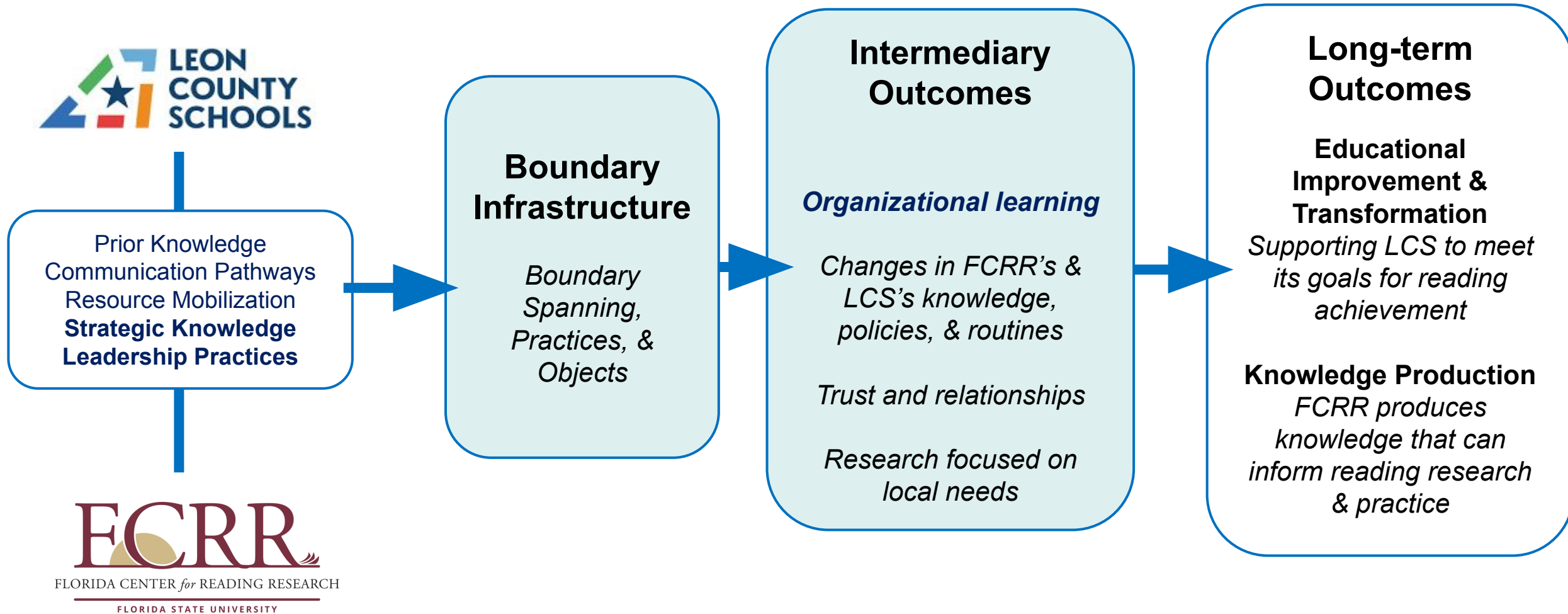
## ACTIVE IMPLEMENTATION FRAMEWORK (AIF)



**Is the RPP part of the Enabling Context or independent of it?**

- **Enabling Contexts** are in place over time as **Implementation Teams** collaborate both to:
  - use drivers to move EBPs through stages of implementation
  - work through “trial and learning” **Improvement Cycles** by using data to identify and solve problems, build capacity, and sustain implementation.

Meanwhile, Farrell et al (2022) propose that effective RPPs work by utilizing boundary infrastructure to facilitate organizational learning for both researchers and practitioners.



Evidence from focus groups and interviews seems to suggest that boundary infrastructure within our RPP facilitates collective learning...

Construct	Definition	ReadUP RPP Example
<b>Learning at R-P Boundaries: encounters that create discontinuity to support collective learning</b>		
Boundary Spanning	Individuals who facilitate R-P connections	<u>LCS</u> : deputy superintendent; director of literacy; principals  <u>FCRR</u> : director; Village director, faculty & students
Boundary Practices	Routines that bring R-P together	Monthly meetings with district leadership  Professional learning communities (PLCs) for coaches & principals
Boundary Objects	Materials & tools for R-P coordination w/in & across groups	<u>PLCs</u> : Journey to Literacy & Leadership; Literacy Coach Endorsement  <u>RPP</u> : Partnership agreements & theory of change



which may support absorptive capacity...

Construct	Definition	ReadUP RPP Example
<b>Organizational Conditions for Absorptive Capacity: ability to learn productively from R-P interactions</b>		
Relevant Expertise	Unique R-P knowledge, expertise, & perspective	<i>I am hoping we remain focused on our goals but also mindful that having a seat at table, <u>your expertise, is one of the most important things that helps us hear each other and work together</u> to help our kids.</i>
Communication Pathways	Formal & informal structures within and between R-P	<i>The ELA Team is on collaborative planning, and they meet weekly. And they are VERY collaborative. This is the most congealed team I've ever had. They like each other, they talk to each other, they help each other. And they're getting the results. So, I am learning from this and applying it to other areas, like Math.</i>  <i><u>We have a "universal language."</u> We use the same language in these agendas and in the meetings so that we can plan vertically.</i>
Resources	Fiscal & personnel to engage in RPP activities	<i>I really feel like the tools that I've gotten from this year are going to be more compatible for next year for me personally. <u>Because I have time to use them to think about and process them and use my data and what happened last year to really make a bigger impact, I feel, next year.</u></i>

which may support absorptive capacity...

Construct	Definition	ReadUP RPP Example
<b>Organizational Conditions for Absorptive Capacity: ability to learn productively from R-P interactions</b>		
<b>Strategic Knowledge Leadership Practices</b>	Connecting new ideas & knowledge within & beyond RPP	<p>OK, <u>I feel like I have a clearer lens to view literacy.</u> Before, I used my knowledge as a teacher and what worked as a teacher in my past experiences at other schools, but where I am presently is very different from that. And so, the need was very, very different. But now I feel like my lens is filtered to see far beyond just having kids being proficient...to now, how do we start from the beginning to have foundational knowledge so that the struggle isn't every single year. Once we get these kids strong from the bottom up, then our efforts will be supported, but we won't have to work as hard. So, I feel like...<u>this new lens allows me to plan ahead and carefully monitor the process where I haven't done it as granularly... use this vision to kind of push the kids in the right direction instead of putting band-aids on it every year.</u></p>

and ultimately support learning and positive RPP outcomes.

Construct	Definition	ReadUP RPP Example
Organizational Learning Outcomes: boundary infrastructure + absorptive capacity = learning		
Change in collective knowledge	RPP leads to “transformation of the givens” for R-P	<i>This is the biggest takeaway. When I first got to [School], it was: “OK, <u>we have got to fix our school grade</u>. We have got to fix this. What materials are we supposed to use?” I didn't have the time, and I didn't have the resources that I do now to know what I should have chosen. <u>I chose based on the group of people that were around us, what did you hear that was good? I talked to a friend over here. We bought this, and I would do things based on...what other people have done</u>. And when it didn't work, it didn't work, and it worked in some cases, and it didn't. But the point that I want to make is <u>meeting [RPP Partner] our second year influenced how I saw what we used as an intervention because she's been the from day one</u>, which is a part of what this whole session has been about is using research-based materials and I understood the value that <u>she kind of had to talk me off the ledge</u> when it came to, you know, what we used it versus what we did not because “I'm like, oh, what <u>at my other school that didn't work but</u>”. She said “if it's done the right way, it will work, and I was so, I don't know, I was so hooked on the fact that I've seen this for seven years, and it never worked for any of these kids too. OK, I'm going to try it and then <u>when I try them, oh, it does work</u>.” So, the point that I'm making is that this has taught me, and this is common knowledge probably to most people, but now I really believe that using evidence-based materials makes all the difference when you use them with fidelity, but when you monitor the process along the way.</i>



and ultimately support learning and positive RPP outcomes.

Construct	Definition	ReadUP RPP Example
<b>Organizational Learning Outcomes: boundary infrastructure + absorptive capacity = learning</b>		
Change in policies	RPP ideas inform R-P existing formal & informal policies	<p><i>It is the walkthrough tool. We were doing walkthroughs before, so not to say that we weren't doing walkthroughs before, but I do think that <u>the walkthrough tool that we adopted from this experience helped us to give more targeted, more meaningful feedback to teachers....after that session, we were so much more intentional</u> about the way that we did walkthroughs and even the frequency with which we were doing walkthroughs. It helped me to focus more as an administrator. So <u>that is something we will continue to use and use from the beginning of the year next year</u></i></p> <p><i><u>When someone comes to me and asks to use something. I take a step back to that or ask them to vet it... "bring me the research that says that this works before I say yes or no".</u> So that is one of the things, and really thinking about streamlining things. I think we throw everything at it, and we never do anything consistently and long enough to see what works. So, it really has made me vet things and also confirmed...that streamlining it and really taking the time to see what works and doesn't work for a particular student or a group of students.</i></p>

and ultimately support learning and positive RPP outcomes.

Construct	Definition	ReadUP RPP Example
<b>Organizational Learning Outcomes: boundary infrastructure + absorptive capacity = learning</b>		
Change in routines	RPP ideas inform R-P existing routines	<i><u>So standard meetings, we would typically meet quarterly, but we started to meet every other week. Especially when we had the data there to support some of the conversations,</u> we met every other week when we could. But towards the end, as we were getting ready for progress three, we had a whole lot of meetings at that time. Just looking at what we need to do, processes, what's working, what's not working, and so on are some of the steps</i>

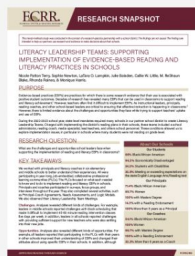
In summary, our initial findings lead us to hypothesize that:



- Leaders in different educational contexts or at different stages of implementation may experience different barriers & facilitators. Alternatively, their experiences may be similar, but their impact on implementation may weight differently. Once identified, barriers & facilitators can be mapped onto strategies, mechanisms & outcomes that can be studied empirically to better understand and create conditions for the effective implementation of reading & literacy EBPs.
- RPPs that are characterized by the integration of ideas from the joint work into the collective knowledge, routines, and policies (i.e., organizational learning) may be more likely to achieve longer-term outcomes.
- RPPs may function as a mechanism (i.e., an implementation strategy) that operates within the Enabling Context to support the implementation of EBPs in schools. Specific implementation strategies that are characteristic of productive RPPs (e.g., long-term collaboration over time; productive communication channels) may also be related to Stages and Drivers. As such, the RPP construct may be best accounted for as a part of implementation process (e.g., a mediator or moderator of the outcomes) and not a separate, independent factor.
- Trust may be your most valuable currency...and we know it's malleable.

*We need more research, situated in reading & literacy EBPs, to test these ideas.*

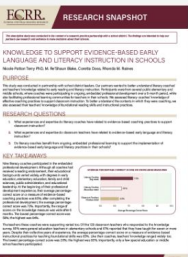
In the meantime , in our ReadUP RPP, we share what we're learning, as it happens, so that others can join us and learn too.



## Literacy Leadership Teams: Supporting Implementation of Evidence-Based Reading and Literacy Practices in Schools

December 8, 2023

Exploring what school leaders face when supporting the implementation of EBPs in classrooms.



## Knowledge to Support Evidence-Based Early Language and Literacy Instruction in Schools

August 25, 2023

Our partners wanted to better understand literacy coaches' and teachers' knowledge related to early reading and literacy instruction.



Do reading scores differ for students in schools using the Heggerty program compared to students in schools using their typical reading instruction?





She has new wonderings too...





But what you really want to know is,  
is it working?!?!?!?



# 'Historic' success at Title I schools in Tallahassee marked with Southside parade



**Alaijah Brown**

Tallahassee Democrat

Published 6:33 p.m. ET Sept. 10, 2024 | Updated 10:23 a.m. ET Sept. 11, 2024



**READUP**

A RESEARCH-PRACTICE PARTNERSHIP



**Focus**

Begun in 2019, this university partnership focuses on reading achievement, early learning, students with disabilities, and college & career pathways for students in Leon County Schools.



**Goals**

01

**2020-2022:** Develop actionable research plans based on school and district policy and practice needs.



02

**2023 & Beyond:** Build capacity, share practices, sustain outcomes, expand support



**100%**  
of schools participating in communities of practice maintained or improved their school grades since 2018.

**~6000**  
Students Impacted

**School Grades**

School	2018	2024
Pineview Elementary School*	F	A
Oak Ridge Elementary School*	D	C
Springwood Elementary School*	D	C
WT Moore Elementary School	B	B
Woodville School*	C	C
Nims Middle School*	C	B

\*Title 1 School

**Our research together supports student achievement because it informs:**

Targeted, evidence-based professional learning for teachers, coaches and principals.

Aligned family and community engagement activities and events.

Facilitated communities of practice for researchers and partners.



**Celebrate our success, but expand our scope locally.**

Expansion allows the opportunity to broaden collaborative efforts, invite more stakeholders and use research to address more diverse educational challenges.



**Amplify the results and share our story.**

By sharing our findings, we increase the impact of our research and partnership at home and around the nation.

Connect with us at [FCRR.org](https://www.fcrr.org) and by following us across social media:  
[@TheFCRR](https://twitter.com/TheFCRR) and [@FCRRFSU](https://www.youtube.com/channel/UCFCRRFSU) on YouTube



# Stay tuned & learn with us!

Find *free* research- and evidence-based tools and supports to help you use them



<http://fcrr.org//>

Subscribe to our newsletter

*Thanks to our generous partners, funders, and the many researchers, students, teachers, children, families, and leaders who have and continue to contribute our journey leaders and learners. We can't wait to see what kinds of "good trouble" we get into next!*

