

# Fidelity of Implementation Tool Literacy Collaborative®

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**“As educators we need to remind ourselves to look back and see from where we came so that it will energize our continued movement forward.”** Fountas and Pinnell, *12 Keys to Effective Coaching* p.46

Dear School Literacy Leadership Team,

We want to share our vision of how this Fidelity of Implementation tool can be used to reflect on literacy practices in your building. We have provided descriptors of facets of a coherent whole school literacy initiative. We believe all of these facets work in concert to cultivate a school culture of professional learning that results in ongoing progress of student achievement over time. As a literacy team, reflecting annually on your successes and current challenges around implementation of Literacy Collaborative will allow you to acknowledge accomplishments and prioritize goals for the upcoming year.

When reflecting on your implementation, there are several elements that will be helpful to consider. These sections are included as a part of the Fidelity of Implementation document:

- Fidelity of Implementation Tool
- Fidelity of Implementation: Achievement Data
- Teacher Surveys

The Fidelity of Implementation document with Data Analysis and Teacher Surveys can be used across the school year. We suggest you start to discuss the factors of implementation with your team **mid-year**. By **year’s end** it will be helpful to fill out the Fidelity of Implementation document and analyze your data so that you can identify the year’s successes and challenges to prioritize future action plans for the literacy team. These can be reviewed in **the fall** as you develop an agenda for your literacy team. Then you can reference this tool **throughout the year** to assess implementation, as well as develop and act upon your goals.

We encourage you to finish compiling and analyzing data after you receive your state test scores. Once complete, send this document package to Diann Keyes at: [keyes.122@osu.edu](mailto:keyes.122@osu.edu) by the beginning of September.

As your university partner, we will review your implementation document as a guide for future professional development. We look forward to working with you through this process. Please contact us with any questions or thoughts about this Fidelity of Implementation tool and let us know about its effectiveness for you and your school.

Sincerely,



Sherry Kinzel  
Literacy Collaborative Trainer



Wendy Reed  
Literacy Collaborative Trainer



Jenny McFerin  
Literacy Collaborative Trainer



Shelly Schaub  
Literacy Collaborative Trainer

# Literacy Leadership Team

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## **Pillar 1: Collective Ownership of Student Outcomes**

*Educators create a common vision for literacy learning in the school, collaborating in teamwork, and shared leadership.*

Educators in the school work as one team responsible for the literacy outcomes of all children. Within the school community, educators form specific action groups for different purposes. Time is dedicated for literacy problem-solving, data analysis, and the implementation of Literacy Collaborative.

### The team is responsible for:

- creating a home-community-school partnership.
- creating and working together toward a common vision.
- communicating progress toward the common vision with interested groups including teachers, school administrators, families, community members, the Board of Education, etc.
- considering and problem solving the factors of implementation.
- monitoring student progress, program evaluation, and interventions.
- ensuring the individual needs of all literacy learners.
- managing literacy materials including the leveled book collection.

### Team membership includes:

- Literacy Coaches
- School Administrators (Principal, Assistant Principal, etc.)
- Grade Level Representatives
- Intervention Specialists
- School Psychologist
- School Counselor

*Please provide concrete examples as evidence of successes and challenges. This will help you reflect on how far you have come and provide details about challenges and how you plan to address them. It will also help your university partners better understand and support your implementation.*

**Successes:**

**Challenges:**

**Action Taken:**

**Support Needed from University/District Site:**

# **Fi of Administrator(s)**

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## **Pillar 1: Collective Ownership of Student Outcomes**

*Educators create a common vision for literacy learning in the school, collaborating in teamwork, and shared leadership.*

Educators in the school work as one team responsible for the literacy outcomes of all children. Within the school community, educators form specific action groups for different purposes. Time is dedicated for literacy problem-solving, data analysis, and the implementation of Literacy Collaborative.

### Administrator(s):

- attend professional learning sessions.
- keep abreast of all professional learning content and teaching expectations related to learning.
- provide support to literacy coaches through regularly scheduled meetings.
- guide alignment of the school's instructional practice with literacy vision.
- communicate the expectation that all teachers engage in continuous professional learning that includes attendance at professional learning sessions, coaching, and the full integration of the teachers' new learning into their daily practice.
- actively participate in leadership team meetings.
- liaise with central office personnel to influence policy to assure effective implementation.

*Please provide concrete examples as evidence of successes and challenges. This will help you reflect on how far you have come and provide details about challenges and how you plan to address them. It will also help your university partners better understand and support your implementation.*

<b>Successes:</b>
<b>Challenges:</b>
<b>Action Taken:</b>
<b>Support Needed from University/District Site:</b>

# **Fi of Literacy Coach (LC)**

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## **Pillar 4: Investment in Building Evidence-Based Professional Capacity**

*Educators engage in a variety of ongoing, job-embedded professional learning opportunities.*

Literacy Collaborative is an evidence-based (Biancarosa, Bryk, & Dexter, 2010) professional learning project where educators value continuous professional learning and commit to being active members of a learning community.

### The LC:

- holds a full time position.
- works with the school leadership team to guide, monitor, and communicate the implementation of Literacy Collaborative and student achievement (see Pillar 1 and Pillar 3).
- provides whole group, small group and individual professional learning opportunities for the staff using the *Literacy Collaborative Comprehensive Literacy Framework*.
- teaches students using the *Literacy Collaborative Comprehensive Literacy Framework*.
- contributes to problem-solving and decision-making related to assessment and data (see Pillar 3).
- actively participates in ongoing professional learning provided by The Ohio State University.
- meets regularly with the administrator.
- maintains confidentiality and develops trusting professional relationships.

*Please provide concrete examples as evidence of successes and challenges. This will help you reflect on how far you have come and provide details about challenges and how you plan to address them. It will also help your university partners better understand and support your implementation.*

<b>Successes:</b>
<b>Challenges:</b>
<b>Action Taken:</b>
<b>Support Needed from University/District Site:</b>

# **Fi** Roles of Partners

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## **Pillar 1: Collective Ownership of Student Outcomes**

*Educators create a common vision for literacy learning in the school, collaborating in teamwork, and shared leadership.*

Educators in the school work as one team responsible for the literacy outcomes of all children. Within the school community, educators form specific action groups for different purposes. Time is dedicated for literacy problem-solving, data analysis, and the implementation of Literacy Collaborative.

All partners understand the importance of their own roles in the shared leadership of the implementation.

All partners are aware of others' roles in the implementation.

- Superintendent
- School administrators
- Literacy Coaches
- Teachers
- Literacy team members
- University partners
- Board of Education
- Caregivers
- Community members

*Please provide concrete examples as evidence of successes and challenges. This will help you reflect on how far you have come and provide details about challenges and how you plan to address them. It will also help your university partners better understand and support your implementation.*

**Successes:**

**Challenges:**

**Action Taken:**

**Support Needed from University/District Site:**

# **Fi of Teaching/Learning**

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## **Pillar 2: Commitment to Research-Based Instructional Practices**

*Educators commit to implementing a coherent set of research-based instructional practices.*

### **Core Instructional Language and Literacy Practices**

The *Literacy Collaborative Comprehensive Literacy Framework* includes a set of research-based instructional practices.

- Students will have daily opportunities to think, talk, read, and write while engaging in whole group, small group, and individualized instruction.
- Teachers have daily opportunities to monitor student achievement and respond with immediate instruction.

Teachers implement instructional practices they are learning about within professional learning.

- Teachers build understandings and their practice through regularly scheduled coaching sessions with the literacy coach.
- Teachers provide experiences that are authentic, meaningful, and engaging.
- Teachers establish effective management systems and develop a community of learners in their classrooms.
- Teachers have systems in place for ongoing observation, assessment, analysis, and record keeping.
- Teachers consistently communicate student progress in reading and writing to parents.
- Teachers engage in discussing and problem solving about instruction and its effects on student learning.
- The frequency of ongoing progress monitoring is included in the intervention plan.

*Please provide concrete examples as evidence of successes and challenges. This will help you reflect on how far you have come and provide details about challenges and how you plan to address them. It will also help your university partners better understand and support your implementation.*

**Successes:**

**Challenges:**

**Action Taken:**

**Support Needed from University/District Site:**



# Data Driven Decision Making

## Pillar 3: Utilize Data-Driven Teaching and Decision Making

*Educators use student data to document growth over time, to reflect on the effectiveness of teaching and learning, and to inform decision-making.*

### Assessment and Data

Schools engage in an ongoing process of data collection, analysis, and use. Educators use a variety of data sources to guide teaching, monitor student literacy growth, and inform implementation decisions. Educators meet regularly to review student data and make timely recommendations.

A variety of data sources may include:

- Student Level Data
  - Classroom Observation and Assessment
    - Authentic Literacy Assessments may include:
      - Records of reading accuracy, fluency, self-correction, and comprehension
      - Documentation of Early Literacy Behaviors
      - Phonics, Spelling, Word Solving Analysis
      - Student Writing Analysis
  - District/State Assessments
- School/District Level Data
  - School Improvement Plans
  - Program Evaluation
  - Collaborative Inquiry Cycles
  - Action Research
- The evaluation plan designed by the school guides the types of formative assessments used to guide instruction.
- Data and evidence is used on an ongoing basis to inform both student instruction and Literacy Collaborative implementation.
- Data is used to monitor progress at the individual student, class and school level.

*Please provide concrete examples as evidence of successes and challenges. This will help you reflect on how far you have come and provide details about challenges and how you plan to address them. It will also help your university partners better understand and support your implementation.*

**Successes:**

**Challenges:**

**Action Taken:**

**Support Needed from University/District Site:**



# Multi-tiered Systems of Support

## Pillar 3: Utilize Data-Driven Teaching and Decision Making

*Educators use student data to document growth over time, to reflect on the effectiveness of teaching and learning, and to inform decision-making.*

Supplemental intervention for some children is essential for them to achieve successful literacy outcomes. Intervention is provided in addition to classroom literacy instruction and includes reading, writing and/or phonics instruction based on the individual needs of students.

- The evidence-based (Ohio’s Evidence-Based Clearinghouse, 2020), short-term interventions coherent with the design of Literacy Collaborative are Reading Recovery (1st Grade) and Leveled Literacy Intervention (Grades K-8).
- Other short-term and long-term support services should be made available by the school based on individual student need in the form of specialist services as determined by school personnel.
- A team of educators meet regularly to review student data and make timely recommendations for appropriate intervention services.
- Universal screening occurs at the beginning of school year.
- Regular and frequent literacy assessments inform intervention plans for students who are reading and writing below grade level.
- Intervention plans are regularly updated based upon the individual needs of the learner and vary in the intensity and frequency according to need.
- The frequency of on-going progress monitoring is included in the intervention plan.

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**Successes:**

**Challenges:**

**Action Taken:**

**Support Needed from University/District Site:**



# **Fi of Professional Learning (PL)**

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## **Pillar 4: Investment in Building Evidence-Based Professional Capacity**

*Educators engage in a variety of ongoing, job-embedded professional learning opportunities.*

### **Professional Learning**

Literacy Collaborative is an evidence-based (Biancarosa, Bryk, & Dexter, 2010) professional learning project where educators value continuous professional learning and commit to being active members of a learning community.

- Coaches and literacy leaders play key roles in facilitating the development of literacy expertise in the school.
- Responsive, ongoing, job-embedded professional learning is tailored to the needs of the adult learning community and the children they serve.
  - In-depth ongoing literacy training for teachers is designed to develop knowledge of the content that underlies the core instructional contexts that are necessary to develop readers and writers.
  - Educators arrange for and commit to a systematic professional learning plan that includes a predetermined number of days per year.
  - Professional learning days may, for instance, range from 10-40 hours per year, determined by:
    - Student Literacy Needs
    - Teacher Literacy Expertise
    - School Literacy Vision
    - District Literacy Initiatives
  - Professional learning is expanded through a variety of structures to build professional capacity, which may include:
    - Whole staff professional learning sessions
    - Grade level professional learning sessions
    - Book & Lesson Studies
    - Inquiry Studies/Action research
    - Other

### During PL:

- Administrators attend professional learning sessions regularly.
- Teachers, literacy coaches, and administrators read professional resources to stay abreast of new educational information.
- PL sessions build teachers' understandings and rationales of literacy to strengthen practice.

*Please provide concrete examples as evidence of successes and challenges. This will help you reflect on how far you have come and provide details about challenges and how you plan to address them. It will also help your university partners better understand and support your implementation.*

**Successes:**

**Challenges:**

**Action Taken:**

**Support Needed from University/District Site:**

# **Fi of Coaching**

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## **Pillar 4: Investment in Building Evidence-Based Professional Capacity**

*Educators engage in a variety of ongoing, job-embedded professional learning opportunities.*

Professional learning is expanded through a variety of regularly scheduled coaching structures, which may include:

- One-to-one coaching
- Cluster coaching
- Peer observation and reflection

During coaching:

- Adequate time is provided for coaching to ensure each coaching session includes a pre-observation conversation, a lesson observation, and a post-observation conversation.
- To accomplish a coaching rotation, an ideal ratio of literacy coach to teachers is no more than 1:20.
- Teachers are coached in all areas of the *Literacy Collaborative Comprehensive Literacy Framework*.

*Please provide concrete examples as evidence of successes and challenges. This will help you reflect on how far you have come and provide details about challenges and how you plan to address them. It will also help your university partners better understand and support your implementation.*

**Successes:**

**Challenges:**

**Action Taken:**

**Support Needed from University/District Site:**

# **Fi** Communication

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## **Pillar 1: Collective Ownership of Student Outcomes**

*Educators create a common vision for literacy learning in the school, collaborating in teamwork, and shared leadership.*

## **Pillar 2: Commitment to Research-Based Instructional Practices**

*Educators commit to implementing a coherent set of research-based instructional practices.*

## **Pillar 3: Utilize Data-Driven Teaching and Decision Making**

*Educators use student data to document growth over time, to reflect on the effectiveness of teaching and learning, and to inform decision-making.*

## **Pillar 4: Investment in Building Evidence-Based Professional Capacity**

*Educators engage in a variety of ongoing, job-embedded professional learning opportunities.*

### With proper communication:

- There is an awareness of the roles and responsibilities of all partners in the literacy initiative. The partners include: school boards; school and district administration; teachers within the schools; and families and their partner university.
- Implementation is strengthened when central office and individual school representatives have common beliefs and understandings about the literacy initiative, and meet regularly together to share information and problem solve.
- The principal and literacy coach meet at least monthly to discuss implementation at the school level.
- Teachers in the school develop a common language to engage in professional dialogue about teaching and learning.
- The school communicates and engages with families and the greater community around literacy teaching and learning.

*Please provide concrete examples as evidence of successes and challenges. This will help you reflect on how far you have come and provide details about challenges and how you plan to address them. It will also help your university partners better understand and support your implementation.*

**Successes:**

**Challenges:**

**Action Taken:**

**Support Needed from University/District Site:**

# **F**<sub>i</sub>**o**<sub>f</sub> **Books & Materials**

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## **Pillar 1: Collective Ownership of Student Outcomes**

*Educators create a common vision for literacy learning in the school, collaborating in teamwork, and shared leadership.*

## **Pillar 2: Commitment to Research-Based Instructional Practices**

*Educators commit to implementing a coherent set of research-based instructional practices.*

## **Pillar 3: Utilize Data-Driven Teaching and Decision Making**

*Educators use student data to document growth over time, to reflect on the effectiveness of teaching and learning, and to inform decision-making.*

## **Pillar 4: Investment in Building Evidence-Based Professional Capacity**

*Educators engage in a variety of ongoing, job-embedded professional learning opportunities.*

Classroom libraries and school bookrooms provide a selection of books that allow all students to read at both their independent and instructional levels. These books will include a variety of genre as well as books for independent reading and small group instruction.

- Classroom libraries including a variety of fiction and nonfiction texts at levels suitable for all readers - Primary (P), Intermediate (I), Middle School (MS)
- Interactive read-aloud - P, I, MS
- Poetry - P, I, MS
- Guided Reading - P, I, MS
- Books for genre or author study - P, I, MS
- Big books - P
- Literature Study - I, MS
- Materials to support teaching include magnetic letters, chart paper, post-its, white boards, and a kidney shaped table for small group instruction are beneficial.
- Professional books and resources for teachers.

*Please provide concrete examples as evidence of successes and challenges. This will help you reflect on how far you have come and provide details about challenges and how you plan to address them. It will also help your university partners better understand and support your implementation.*

**Successes:**

**Challenges:**

**Action Taken:**

**Support Needed from University/District Site:**



# **Summary & Action Plan Priority**

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**Summary of Greatest Successes:**

**Summary of Greatest Challenges:**

**Priority of Action Taken:**

**Priority Requests for Support Needed from University/District Site:**



# Teacher Survey:

## Early Implementation

### Professional Learning

1. Which Literacy Collaborative Professional Learning sessions have you attended?

- |  |  |
|--|--|
| <input type="checkbox"/> Interactive Read-Aloud  | <input type="checkbox"/> Shared & Performance Reading    |
| <input type="checkbox"/> Guided Reading          | <input type="checkbox"/> Community/Interactive Writing   |
| <input type="checkbox"/> Reading Workshop        | <input type="checkbox"/> Phonics, Spelling, & Word Study |
| <input type="checkbox"/> Writers' Workshop       | <input type="checkbox"/> Integrated Units                |
| <input type="checkbox"/> Benchmark Assessments   | <input type="checkbox"/> Observation Survey              |
| <input type="checkbox"/> Data-Driven Instruction | <input type="checkbox"/> Other                           |

Please list the other LC PL sessions you have attended:

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2. Which topics would you like to re-visit in our PD sessions:

- |  |  |
|--|--|
| <input type="checkbox"/> Interactive Read-Aloud  | <input type="checkbox"/> Shared & Performance Reading    |
| <input type="checkbox"/> Guided Reading          | <input type="checkbox"/> Community/Interactive Writing   |
| <input type="checkbox"/> Reading Workshop        | <input type="checkbox"/> Phonics, Spelling, & Word Study |
| <input type="checkbox"/> Writers' Workshop       | <input type="checkbox"/> Integrated Units                |
| <input type="checkbox"/> Benchmark Assessments   | <input type="checkbox"/> Observation Survey              |
| <input type="checkbox"/> Data-Driven Instruction | <input type="checkbox"/> Other                           |

Please list other topics you would like to visit in our PL sessions:

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# Teacher Survey:

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## Early Implementation

3. Rate the impact that the Professional Learning session(s) had on your teaching:

High Impact

Moderate Impact

Low Impact

No Impact

Please comment or explain, if necessary:

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# Teacher Survey:

## Early Implementation

### Coaching

1. How many times did you engage in a coaching experience with your Literacy Coach so far this year?

\_\_\_ 0                      \_\_\_ 1–3                      \_\_\_ 4 or more

2. Which element(s) of the Literacy Collaborative framework were involved in your coaching sessions?

\_\_\_ Interactive Read-Aloud      \_\_\_ Shared & Performance Reading  
 \_\_\_ Guided Reading              \_\_\_ Community/Interactive Writing  
 \_\_\_ Reading Workshop          \_\_\_ Phonics, Spelling, & Word Study  
 \_\_\_ Writers’ Workshop          \_\_\_ Integrated Units  
 \_\_\_ Benchmark Assessments    \_\_\_ Observation Survey  
 \_\_\_ Data-Driven Instruction    \_\_\_ Other

Please list other topics that were addressed in your coaching sessions:

\_\_\_\_\_

\_\_\_\_\_

3. Rate the impact that the coaching session(s) had on your teaching:

High Impact      Moderate Impact      Low Impact      No Impact

Please comment or explain, if necessary:

\_\_\_\_\_





# Teacher Survey:

## Early Implementation

### Implementation

1. Which elements have you implemented in your classroom?

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2. Please list some of the obstacles that you face in implementing the *Literacy Collaborative Comprehensive Literacy Framework* (or parts of the framework) in your classroom. Some examples might include: time, materials, class management, record keeping etc.... **Please be as specific as possible.**

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3. Please reflect on the impact the *Literacy Collaborative Comprehensive Literacy Framework* has had on your teaching. Your discussion can include an honest reflection on both the positives and the negatives of the *Literacy Collaborative Comprehensive Literacy Framework* and its impact on your teaching. When possible please include **specific examples** in your reflection to help us truly see what is working and what isn't.

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# Fi Teacher Survey:

## On-Going Implementation

Grade Level: \_\_\_\_\_

### Implementation

On a 1-4 scale, please rate your proficiency for the following areas:

	1.	2.	3.	4.
	I have a limited understanding of the topic and am uncomfortable implementing it in my classroom	I believe I understand the concept and have tried this in my classroom, but don't feel successful.	I have a good understanding and am getting increasingly comfortable implementing this.	I have a strong understanding and feel very comfortable implementing this in my classroom.
Reading				
<b>Interactive Read Aloud/Book Talks:</b> The reading of texts with students for the purpose of increasing their exposure to literature, and the introduction of new book titles and authors to increase interest in genres, book titles, and authors.	1	2	3	4
<b>Shared &amp; Performance Reading:</b> The reading from a common enlarged text with opportunities to process print, use voice to interpret meaning, and actively participate in the reading process.	1	2	3	4
<b>Guiding Reading:</b> Planning of groups, how to determine what texts to use, how to create a guided lesson, how to use information to inform instruction.	1	2	3	4
<b>Benchmarking &amp; Running Records:</b> Administering, analyzing, grouping, & using data for instruction.	1	2	3	4



# Teacher Survey:

## On-Going Implementation

	1.	2.	3.	4.
	I have a limited understanding of the topic and am uncomfortable implementing it in my classroom	I believe I understand the concept and have tried this in my classroom, but don't feel successful.	I have a good understanding and am getting increasingly comfortable implementing this.	I have a strong understanding and feel very comfortable implementing this in my classroom.
<b>Writing</b>				
<b>Assessing Writing to Drive Instruction</b>	1	2	3	4
<b>Community/Interactive Writing:</b> Demonstration of the writing process which involves composing, constructing, revising, editing, publishing texts with large and small groups.	1	2	3	4
<b>Writing Lesson Plans:</b> Construction of mini lessons for the writing workshop.	1	2	3	4
<b>Writing Conferences:</b> Organization of conferences, how to use data gathered to inform instruction.	1	2	3	4
<b>Phonics, Spelling, &amp; Word Study</b>				
<b>Assessing Needs</b>	1	2	3	4
<b>Embedded Instruction</b>	1	2	3	4
<b>Isolated Instruction</b>	1	2	3	4

# Fi Teacher Survey:

## On-Going Implementation

### Level of Implementation

How often do you implement the following elements?

	1.	2.	3.	4.
	Never	Infrequently (less than 2x per month)	Often (weekly)	Frequently (nearly every day)
<b>Interactive Read-Aloud</b>				
Shared & Performance Reading	1	2	3	4
Guiding Reading	1	2	3	4
Community/Interactive Writing	1	2	3	4
Writer's Workshop	1	2	3	4
Phonics, Spelling, & Word Study	1	2	3	4

**Challenges.** Please list some of the challenges you face in implementing the *Literacy Collaborative Comprehensive Literacy Framework* (or parts of the framework) in your classroom. Please be as specific as possible. (For example: time, materials, class management, record keeping etc...)

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**Impact of LC.** Please reflect on the impact the *Literacy Collaborative Comprehensive Literacy Framework* has had on your teaching. Your discussion can include an honest reflection on both the positives and the negatives of the *Literacy Collaborative Comprehensive Literacy Framework* and its impact on your teaching. When possible please include specific examples in your reflection to help us truly see what is working and what is not.

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# Teacher Survey:

## On-Going Implementation

### Professional Learning

1. Which Literacy Collaborative Professional Learning sessions have you attended:

- |  |  |
|--|--|
| <input type="checkbox"/> Interactive Read-Aloud  | <input type="checkbox"/> Shared & Performance Reading    |
| <input type="checkbox"/> Guided Reading          | <input type="checkbox"/> Community/Interactive Writing   |
| <input type="checkbox"/> Reading Workshop        | <input type="checkbox"/> Phonics, Spelling, & Word Study |
| <input type="checkbox"/> Writers' Workshop       | <input type="checkbox"/> Integrated Units                |
| <input type="checkbox"/> Benchmark Assessments   | <input type="checkbox"/> Observation Survey              |
| <input type="checkbox"/> Data-Driven Instruction | <input type="checkbox"/> Other                           |

Please list the other LC PL sessions you have attended:

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2. Which topics would you like to re-visit in our PL sessions:

- |  |  |
|--|--|
| <input type="checkbox"/> Interactive Read-Aloud  | <input type="checkbox"/> Shared & Performance Reading    |
| <input type="checkbox"/> Guided Reading          | <input type="checkbox"/> Community/Interactive Writing   |
| <input type="checkbox"/> Reading Workshop        | <input type="checkbox"/> Phonics, Spelling, & Word Study |
| <input type="checkbox"/> Writers' Workshop       | <input type="checkbox"/> Integrated Units                |
| <input type="checkbox"/> Benchmark Assessments   | <input type="checkbox"/> Observation Survey              |
| <input type="checkbox"/> Data-Driven Instruction | <input type="checkbox"/> Other                           |

Please list other topics you would like to visit in our PL sessions:

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# Teacher Survey:

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## On-Going Implementation

3. Rate the impact that the Professional Learning session(s) had on your teaching:

High Impact      Moderate Impact      Low Impact      No Impact

Please comment or explain, if necessary:

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# Teacher Survey:

## On-Going Implementation

### Coaching

1. How many times have you engaged in a coaching experience with your Literacy Coach so far this year?

0                       1–3                       4 or more

2. Which element(s) of the *Literacy Collaborative Comprehensive Literacy Framework* were involved in your coaching sessions?

Interactive Read-Aloud                       Shared & Performance Reading  
 Guided Reading                                       Community/Interactive Writing  
 Reading Workshop                                       Phonics, Spelling, & Word Study  
 Writers' Workshop                                       Integrated Units  
 Benchmark Assessments                                       Observation Survey  
 Data-Driven Instruction                                       Other

Please list other topics that were addressed in your coaching sessions:

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3. Rate the impact that the coaching session(s) had on your teaching:

High Impact                      Moderate Impact                      Low Impact                      No Impact

Please comment or explain, if necessary:

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# **F**<sub>i</sub>**of** Fidelity of Implementation Tool Literacy Collaborative®

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# **F**<sub>i</sub>**of** Fidelity of Implementation Tool Teacher Surveys

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