Fidelity of Implementation Tool
Literacy Collaborative®

"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 Guy at: guy.81@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
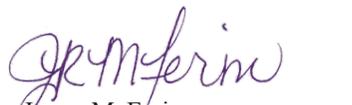
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Literacy Leadership Team

Shared leadership strengthens the literacy implementation and the school literacy team plays an active leadership role through its regular meetings. The role of a Literacy Leadership Team is to utilize data to guide the implementation of Literacy Collaborative to ensure continuous school improvement.

The team is responsible for:
- Meeting at least monthly
- Developing and communicating a written vision statement related to literacy teaching and learning to school staff, central office, and other stake holders.
- Sharing successes with each other and the entire school community
- Considering and problem solving the factors of implementation
- Monitoring student progress, program evaluation, and interventions
- Communicating with and involving families and community members
- Ensuring the individual needs of all literacy learners
- Sharing agendas and meeting notes with the school staff
- Managing literacy materials including the leveled book collection

Team membership includes:
- The Literacy Coaches
- Grade Level Representatives
- Principal and/or assistant principal
- Representatives for Special Education, English Language Learners, Title One, and Reading Recovery
- Media specialist, librarian

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:

Administrator(s)

Administrator(s):

- Attend professional development sessions
- Keep abreast of all professional development content and teaching expectations related to learning.
- Provide support to literacy coaches through regularly scheduled meetings, at least once a month.
- 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 development 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.

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

Literacy Coach (LC)

The LC:

- Teaches in the classroom daily
- Designs and delivers professional development to all teachers who are participating:
    - Teach initial training at least once every two weeks
    - Teach on-going training once a month
- Schedules and provides coaching sessions to all teachers who participate in professional development:
    - Coach initial training participants at least once every two weeks.
    - Coach on-going training participants at least once each month
- Actively participates on the Literacy Leadership Team
- Actively participates in ongoing professional development provided by the affiliated university
- Meets with the administrator at least monthly
- 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.

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

Roles of Partners

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 coach
- 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:

Teaching/Learning

There is sufficient time for teaching reading, writing, and word study daily.

- ● Half day kindergarten: 90 minutes
- ● Primary and intermediate grades: 2.5–3 hours
- ● Middle school grades: 1.5–2 hours

Teachers implement instructional practices they are learning about in professional development.

- ● Teachers build understandings and their practice through regularly scheduled coaching sessions with 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

With data driven decision making:

- ⬤ The evaluation plan designed by the school guides the types of formative assessments used to guide instruction.
- ⬤ Data and evidence is used on an on-going 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:

Interventions

- Classroom and intervention teachers work together to monitor student data, successes, challenges, expectations and teaching strategies to develop and refine action plans for the students they share.
- 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.

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:

Professional Development (PD)

During PD:

- Teachers in the initial professional development receive a minimum of 60 hours across two years.
- Initial professional development class size is recommended to be no larger than 10 participants.
- Teachers who have completed the 60 hours of initial PD participate in 10 – 20 hours of ongoing professional development per year.
- Ongoing professional development is based upon available student data, coaching data and teacher input.
- Administrators attend professional development regularly.
- Teachers, literacy coaches and administrators read professional resources to stay abreast of new educational information.
- PD 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:

F_{of}**I** **Coaching**

During coaching:

- ⬤ Adequate time is provided for coaching to insure each coaching session includes a pre-observation conversation, a lesson observation, and a post-observation conversation.
- ⬤ Frequency of Coaching:
  - *In-training teachers* receive coaching a minimum of two times per month
  - *Teachers beyond initial training* receive coaching at least monthly
  - *Teachers who need further support* receive additional coaching
- ⬤ To accomplish this coaching rotation, ideal ratio of literacy coach to teachers is no more than 1:20.
- ⬤ Teachers are coached in all areas of the 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:

![Logo] **Communication**

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, 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.

- 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:

Books & Materials

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 and books for independent reading and small group instruction. See your Professional Development Guide for specifics.

- ⬤ 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

To facilitate your literacy team agenda for the following year, please summarize your greatest successes and challenges and prioritize your action items based on this analysis.

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 Development

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

    ___ Interactive Read-Aloud   ___ Shared & Performance Reading

    ___ Guided Reading   ___ Community/Interactive Writing

    ___ Writers' Workshop   ___ Integrated Units

    ___ Benchmark Assessments   ___ Observation Survey

    ___ Data-Driven Instruction ___ Word Study

    ___ Other

    Please list the other LC PD sessions you have attended:

    _____

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

    ___ Interactive Read-Aloud   ___ Shared & Performance Reading

    ___ Guided Reading   ___ Community/Interactive Writing

    ___ Writers' Workshop   ___ Integrated Units

    ___ Benchmark Assessments   ___ Observation Survey

    ___ Data-Driven Instruction ___ Word Study

    ___ Other

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

    _____

Early Implementation

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

   High Impact   Moderate Impact   Low Impact   No Impact

   Please comment or explain, if necessary:

   _____

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

   ___ Writers' Workshop   ___ Integrated Units

   ___ Benchmark Assessments ___ Observation Survey

   ___ Data-Driven Instruction ___ Word Study

   ___ 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:

   _____

Early Implementation

Implementation

1. Which elements have you implemented in your classroom?

   _____

   _____

   _____

   _____

   _____

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

   _____

   _____

   _____

   _____

   _____

3. Please reflect on the impact the LC framework has had on your teaching. Your discussion can include an honest reflection on both the positives and the negatives of the LC 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.

   _____

   _____

   _____

   _____

   _____

Ⅎᵢₒf 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				
Interactive Read Aloud/Book Talks: 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
Shared & Performance Reading: 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
Guiding Reading: 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
Benchmarking & Running Records: Administering, analyzing, grouping, & using data for instruction.	1	2	3	4

Teacher Survey:

On-Going Implementation

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

F̲ᵢ̲ of Ī **Teacher Survey:**

On-Going Implementation

Level of Implementation

How often do you implement the following elements?

	1. Never	2. Infrequently (less than 2x per month)	3. Often (weekly)	4. Frequently (nearly every day)
Interactive Read-Aloud				
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 LC framework (or parts of the framework) in your classroom. Please be a specific as possible. (For example: time, materials, class management, record keeping etc…)

_____

_____

Impact of LC. Please reflect on the impact the LC framework has had on your teaching. Your discussion can include an honest reflection on both the positives and the negatives of the LC 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.

_____

_____

Teacher Survey:

On-Going Implementation

Professional Development

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

   ___ Interactive Read-Aloud   ___ Shared & Performance Reading

   ___ Guided Reading   ___ Community/Interactive Writing

   ___ Writers' Workshop   ___ Integrated Units

   ___ Benchmark Assessments   ___ Observation Survey

   ___ Data-Driven Instruction   ___ Word Study

   ___ Other

   Please list the other LC PD sessions you have attended:

   _____

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

   ___ Interactive Read-Aloud   ___ Shared & Performance Reading

   ___ Guided Reading   ___ Community/Interactive Writing

   ___ Writers' Workshop   ___ Integrated Units

   ___ Benchmark Assessments   ___ Observation Survey

   ___ Data-Driven Instruction   ___ Word Study

   ___ Other

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

   _____

On-Going Implementation

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

    High Impact   Moderate Impact   Low Impact   No Impact

    Please comment or explain, if necessary:

    _____

Teacher Survey:

On-Going 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?

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   ___ Guided Reading   ___ Community/Interactive Writing

   ___ Writers' Workshop   ___ Integrated Units

   ___ Benchmark Assessments   ___ Observation Survey

   ___ Data-Driven Instruction   ___ Word Study

   ___ 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:

   _____

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Teacher Surveys