Self-study Guide for Implementing Early Literacy Interventions

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This Self-study Guide for Implementing Early Literacy Interventions was developed to help district- and school-based practitioners conduct self-studies for planning and implementing early literacy interventions. It is intended to promote reflection about current strengths and challenges in planning for implementation of early literacy interventions, spark conversations among staff, and identify areas for improvement. This guide provides a template for data collection and guiding questions for discussion that may improve the implementation of early literacy interventions and decrease the number of students failing to meet grade-level literacy expectations by the time they enter grade 3.

Introduction

While literacy interventions can be implemented in any grade, focusing on prevention and intervention in kindergarten through grade 2 is optimal because reading difficulties become expensive and challenging to remediate as students become older (Foorman & Al Otaiba, 2009; Foorman, Breier, & Fletcher 2003). The Individuals with Disabilities Act of 2004 allows districts to do just this, with 15 percent of special education funds permitted to be used for prevention and early intervention. When coupled with differentiated classroom instruction, small-group or one-on-one interventions can reduce the number of students failing to reach grade-level expectations to 1–3 percent (Foorman & Al Otaiba, 2009).

States in the Regional Educational Laboratory (REL) Southeast Region and across the country are implementing large-scale initiatives focused on providing reading interventions in the early grades. This self-study guide provides a template for data collection and guiding questions for discussion that may

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improve the implementation of early literacy interventions and decrease the number of students failing to meet grade-level literacy expectations by the time they enter grade 3.

This guide will help district- and school-based practitioners conduct self-studies for planning and implementing early literacy interventions. Self-study is a process of using a guide with predetermined focus areas and questions to collect, share, and discuss data with stakeholders. The process can include teachers, reading coaches, school-based administrators, district administrators, and literacy supervisors knowledgeable in early literacy interventions. It may help educators ensure strong implementation of early literacy interventions and document current practices in implementing a specific literacy practice, multitiered system of support, or response to intervention policy. An ideal time for conducting a self-study of early literacy intervention implementation is at the beginning or end of the school year so that prior year implementation can be considered and planning can occur for implementation for the next school year.

The guide was developed in partnership with REL Southeast's Improving Literacy Research Alliance. Feedback from alliance members and select school and district administrators from alliance member districts helped shape the development of this guide, which was piloted with a Florida school district participating in a REL Southeast study of effective early literacy interventions.

States, districts, and schools that are implementing or planning to implement early literacy interventions may find this guide helpful as they consider which types of evidence to collect and which components of early literacy interventions may be important for evaluation of implementation.

Determining and meeting the need for early literacy intervention

While many districts and schools recognize the need for early literacy intervention, successful implementation is often a challenge. The Self-study Guide for Implementing Early Literacy Interventions will be most effective if each school's current situation and needs are considered. Prior to completing this guide, a team of literacy professionals at the school might consider current literacy intervention needs and practices. This team may consist of teachers, others who deliver literacy interventions, and relevant school-based administrators (for example, reading coaches, response to intervention coordinator, and lead teachers). As the team completes the guide, the following overarching questions may be beneficial in determining how the intervention is being carried out and what changes may be needed:

- What is the need for early literacy interventions at my school?
- How are my students performing and how many need to be served?
- In what components of literacy are my students struggling?
- How will we determine which students are served through early literacy interventions?
- Will additional adults enter the classroom to assist the teacher in differentiating instruction in small groups?
- Will students be pulled out of their classroom to receive intervention?
- How many minutes per day, days per week, and weeks per year will students receive intervention?
- What challenges will be encountered when delivering high-quality early literacy interventions and how can these challenges be overcome?

Purpose and use of the self-study guide

The purpose of the Self-study Guide for Implementing Early Literacy Interventions is to help districts and schools:

- Gather baseline information to use in developing an implementation plan for early literacy interventions.

- Prioritize their needs as they develop their implementation plan for early literacy interventions.
- Gather progress monitoring information for continuous improvement of early literacy interventions.
- Evaluate the implementation of early literacy interventions.

This guide was designed to promote reflection about current strengths and challenges in planning or implementation, spark conversations among staff, and identify areas for improvement. Based on pilot use of the guide, facilitator training in the use of this document for district personnel and school leadership will take about one hour, and use of this tool for school-level self-study will take three to five hours. Time estimates are provided in the process steps outlined in box 1. It is helpful to elicit input from participating teachers and others who deliver literacy interventions, in addition to literacy coaches and school-based administrators.

The self-study guide works best if a dedicated facilitator leads the process for members of the self-study guide team. The facilitator should be knowledgeable in best literacy practices from research as well as in intervention policies, procedures, and implementation and should review the guide in detail before the self-study begins. The facilitator should also collect relevant data and possible sources of evidence before convening a meeting. The facilitator should be a careful listener and able to lead and structure discussions around evidence collection and decisionmaking processes.

Components of the guide

The Self-study Guide for Implementing Early Literacy Interventions consists of the *Scoring Guide, Implementation Consensus Rating Form,* and *Planning Next Steps Form.*

Scoring Guide. The *Scoring Guide* includes guiding questions and potential sources of evidence to support districts and schools in reviewing district- and school-based planning and implementation of interventions. The *Scoring Guide* is tied to school actions and uses a four-point scale to assess the current status of implementation. The content of the *Scoring Guide* is based on eight areas: student selection, assessment selection and data use, content and instruction, instructional time, interventionist or teacher selection, professional development and ongoing support, communication, and intervention or classroom environment. An annotated bibliography of the research supporting each scoring guide area is provided in appendix A. Box 1 explains how to use the *Scoring Guide.*

Implementation Consensus Rating Form. After the *Scoring Guide* is completed, the facilitator guides the self-study team through a consensus rating process. The team uses the *Implementation Consensus Rating Form* to reach agreement on the current status of implementation in the school and on planning the next steps. The most important part of this process for states, districts, and schools is the discussion that goes into consensus rating. The scores on the *Implementation Consensus Rating Form* should reflect this facilitated discussion. Box 1 explains how to use the *Implementation Consensus Rating Form.*

Planning Next Steps Form. The *Planning Next Steps Form* is used to prioritize the areas based on the strength of evidence and importance for success as described in the literature. The self-study team should review the consensus ratings showing a need to develop or improve, identify two or three top priorities from the eight areas for action planning, record the priority areas, complete a detailed plan for next steps and activities, and note any potential challenges. Box 1 explains how to use the *Planning Next Steps Form.*

Box 1. Steps to complete the *Scoring Guide, Implementation Consensus Rating Form,* and *Planning Next Steps Form*

- Recruit five to seven members who will make up the self-study team and convene a meeting to complete the self-study process. Select a dedicated and knowledgeable facilitator. Then recruit teachers, others who deliver literacy interventions, and relevant school-based administrators (reading coaches, response to intervention coordinator, lead teachers) knowledgeable in early literacy policies and implementation to complete the team.
- Present an overview of the self-study process to all team members, including a review of relevant data and possible sources of evidence collected by the facilitator. [Activity length: 30 minutes]
- Have each team member individually review the content of the *Scoring Guide* for each specific area that will be rated (for example, Student Selection, Assessment Selection and Data Use, Content and Instruction) and appendix A (Support for *Scoring Guide* areas). [Activity length: 20 minutes]
- Discuss any questions asked during the review. Questions should be answered by the facilitator after the overview and document review. [Activity length: 20 minutes]
- Have each team member rate each area individually using the full *Scoring Guide,* including a review of relevant data or possible sources of evidence provided by the facilitator. Each team member should rate each area independently to provide an opportunity for each person's voice to be heard. A team member who does not know how to rate a specific area may abstain from rating it. [Activity length: 60 minutes]
- Vote as a group to reach consensus. There are several steps to consensus voting [Activity length: 90 minutes]:
  - *Vote.* Ask each team member to provide a numerical ranking (1–4) for each of the eight areas.
  - *Identify frequency.* Identify the most frequent number (if three team members vote 3, five vote 2, and two vote 1, the most frequent number that team members voted is 2).
  - *Discuss the rationale of the high frequency number.* Ask a team member who selected the high frequency number to talk about what motivated that vote.
  - *Discuss the rationale of lower frequency numbers.* Ask other team members to talk about why they voted in a particular way.
  - *Vote.* Use numeric voting a second time. Team members may change their votes based on the discussion.
  - *Record rating.* If there is consensus (typically determined by majority vote), record the high frequency number on the *Implementation Consensus Rating Form.* If consensus is not reached (there is no high frequency number), continue discussing and voting until consensus is reached.
  - *Continue across all areas.* Repeat this process for each area.
- Discuss and record initial team thoughts on priorities, next steps, and activities on the *Implementation Consensus Rating Form.* [Activity length: 20 minutes]
- Complete the *Planning Next Steps Form* by leading a discussion with the group about the priorities for action, based on the strength of research on implementation. The facilitator will next lead a discussion for the development of a detailed implementation plan for next steps and activities that are most urgent and actionable. Finally, the facilitator will lead a discussion to capture potential challenges to the plan. [Activity length: 60 minutes]

Self-study Guide

Scoring Guide Area 1: Student Selection

A plan is developed and implemented to identify and serve struggling students with timely early literacy interventions.

Circle the rating that best describes your program's implementation progress for each item.

1 = Important, but not feasible now
2 = Area to develop or improve
3 = Partially in place, under development
4 = Already in place

1.1 A plan is developed and implemented for timely (in close proximity to the student's first day of school) identification of students who are at risk of or fail to meet grade-level literacy expectations.	Implementation progress			
	1	2	3	4

Possible sources of evidence
- District or school literacy or reading plan; school improvement plan.
- District or school multitiered system of support or response to intervention plan.
- Documentation of assessments used for identifying students' early literacy skills.
- School schedule for the administration of literacy assessments.

Guiding questions
- Are students' literacy skills assessed in close proximity to the students' first day of school?
- Who ensures that all students in kindergarten through grade 2 have been assessed or screened?
- Who administers the literacy assessments?
- Who interprets the results of the literacy assessments and translates to instruction?
- Is there a more efficient way to identify students who are at risk?
- Is prior data available to prioritize placement of low-performing students in interventions?

1.2 A schedule is created and implemented to ensure that struggling students receive small-group early literacy interventions in a timely (in close proximity to the students' first day of school) manner.	Implementation progress			
	1	2	3	4

Possible sources of evidence
- District or school literacy plan; school improvement plan.
- Intervention implementation timeline.
- Intervention schedule for individuals who will be delivering early literacy interventions.
- Intervention schedule for students who are eligible to receive early literacy interventions.

Guiding questions
- Does the intervention timeline indicate the first day of interventions, last day of interventions, and any other breaks or interruptions in interventions (for example, winter break, spring break, schoolwide assessment)?
- Is a schedule developed to determine who will deliver interventions, during what times, in what location (classroom or pullout), for which students, and in what size group (not to exceed five)?
- Does each student's schedule for intervention complement their school-day schedule (for example, lunch, core academic instruction, other services received)?

Scoring Guide Area 2: Assessment Selection and Data Use

Valid and reliable standardized literacy assessments are selected and used to determine the need for early literacy intervention. Progress monitoring assessments aligned with instructional content are used to track students' response to intervention and inform intervention placement.

Circle the rating that best describes your program's implementation progress for each item.

1 = Important, but not feasible now
2 = Area to develop or improve
3 = Partially in place, under development
4 = Already in place

2.1 Valid and reliable standardized literacy assessments are selected and used to determine the need for early literacy intervention. The assessments should measure the literacy skills that are most predictive of later reading success. In kindergarten these skills include phonemic awareness, letter-sound knowledge, and oral and academic language (vocabulary, sentence use, and listening comprehension) and, at the end of the year, word reading. In grade 1 these skills include phonemic awareness, word reading, spelling, reading comprehension, and oral and academic language tasks (vocabulary and sentence use). In grade 2 these skills include word reading, spelling, reading comprehension, and oral and academic language tasks (vocabulary and sentence use).	Implementation progress			
	1	2	3	4

Possible sources of evidence

- Documentation of criteria used to select assessments.
- Documentation of assessments used to identify students' early literacy skills.
- District or school literacy plan; school improvement plan.
- Documentation of eligibility requirements (cut points) for receiving support through multitiered system of support or response to intervention.

Guiding questions

- Do the assessments for each grade level include the most predictive indicators of later literacy success, as documented in the technical manual for the assessments?
- What are the eligibility requirements for determining who will receive early literacy intervention?
- How does the school determine which level of support eligible students will receive through intervention?

2.2 Embedded assessments that align with instructional content are used to monitor student response to intervention. These data are used to inform instructional decisions such as how to group students and how long they should spend in intervention.	Implementation progress			
	1	2	3	4

Possible sources of evidence

- Documentation of criteria used to select progress monitoring assessments.
- Placement and pacing guidelines from current intervention curricula.
- District or school literacy plan; school improvement plan.
- Multitiered system of support or response to intervention guidelines.

Guiding questions

- How are embedded assessment data used to group students for intervention?
- Are the providers of interventions given support in making instructional and grouping decisions for students receiving intervention? Who provides the support?
- Is there a plan to review student progress in the intervention and change intervention placement as needed?

Scoring Guide Area 3: Content and Instruction

The design of the literacy curriculum and the plan for early literacy instruction and interventions reflect instructional practices that have been empirically shown to support gains in student achievement. The focus should be on explicit and systematic instruction in foundational reading skills based on student need (for example, phonemic awareness and phonics, fluency, academic vocabulary, comprehension, and writing).

Circle the rating that best describes your program's implementation progress for each item.

1 = Important, but not feasible now
2 = Area to develop or improve
3 = Partially in place, under development
4 = Already in place

3.1 Criteria for selecting and using literacy programs and curricula that have been shown to have a positive effect on student achievement are used (see What Works Clearinghouse, http://ies.ed.gov/ncee/wwc/; Coalition for Evidence-Based Policy, 2003).	Implementation progress			
	1	2	3	4

Possible sources of evidence
- Review of criteria for selecting the most effective literacy programs and curricula.
- Documentation of program use.
- Professional development records.
- Log or record of literacy programs and curricula that are currently available at the school.

Guiding questions
- Have criteria been developed to select programs and materials for use with students receiving early literacy intervention?
- Are all components of selected programs and materials available in their entirety to ensure that each intervention is delivered the way it was intended to be delivered (with fidelity)?
- Has professional development been provided to individuals who will be delivering interventions to support effective use of selected programs and materials?

3.2 A plan is developed and implemented for early literacy interventions that reflects instructional practices empirically shown to increase student achievement. The focus is on explicit and systematic instruction in phonics, fluency, academic vocabulary, comprehension, and writing. A focus on building oral language skills is also included as language skills predict reading comprehension.	Implementation progress			
	1	2	3	4

Possible sources of evidence
- Professional development plans for individuals who teach interventions, including instructional materials, an instructional schedule that maximizes instructional time, and instructional practices empirically shown to affect gains in student achievement.
- Instructional plans for interventions.
- Interviews with reading or literacy coaches, administrators, and individuals who implement interventions.
- Intervention session observations.
- Professional development attendance records and evaluations.
- Progress monitoring tools and data.

Guiding questions
- Does the professional development offered focus on instructional practices empirically shown to increase student achievement (has been validated with data)?
- Who facilitates the development of instructional plans that are informed by student assessment data?
- Do fidelity observations help verify the implementation and support of effective instructional practices (for example, observations of adherence to program components delivered with quality)?

Scoring Guide Area 4: Instructional Time

The school schedule has allocated sufficient and consistent instructional time to facilitate early literacy interventions and meet students' instructional needs.

Circle the rating that best describes your program's implementation progress for each item.

1 = Important, but not feasible now
2 = Area to develop or improve
3 = Partially in place, under development
4 = Already in place

4.1 The school has established a schedule that maximizes instructional time for early literacy interventions through the use of various formats such as pull-out, push-in, and teacher-led small group. See the sample master schedules for two Florida public elementary schools in appendix B.	Implementation progress			
	1	2	3	4

Possible sources of evidence
- District or school literacy plan.
- School master schedule (includes all core subject areas, lunch, and special area subjects such as physical education, music, and art).
- Interviews with teachers, reading or literacy coaches, administrators, and staff to determine best schedules for interventions.

Guiding questions
- Where in the school schedule is time provided for early literacy interventions?
- How does the school schedule provide time for early literacy interventions above and beyond the minimum or required time already allocated to core literacy instruction?
- Does the length of time dedicated to early literacy interventions offer enough intensity and duration for academic growth?
- Are interventions provided during nonacademic times (before school, after school, special area)?

4.2 The school has established a schedule that will provide early literacy interventions with the appropriate frequency, consistency, and duration to meet students' instructional needs.	Implementation progress			
	1	2	3	4

Possible sources of evidence
- District or school literacy plans.
- School master schedule (includes all core subject areas, lunch, and special area).
- Intervention master schedule.
- Individual classroom schedules.
- Review of student literacy data.

Guiding questions
- According to the school schedule, how many days per week and minutes per day will students receive early literacy interventions?
- Is the intervention schedule being implemented as designed with consistency?

Scoring Guide Area 5: Interventionist or Teacher Selection

A plan is developed and implemented to identify or hire, develop, and retain the best possible individuals to deliver early literacy interventions for struggling readers in kindergarten through grade 2.

Circle the rating that best describes your program's implementation progress for each item.

1 = Important, but not feasible now
2 = Area to develop or improve
3 = Partially in place, under development
4 = Already in place

5.1 A plan is developed and implemented to identify or hire school faculty and staff who will provide early literacy interventions to students daily or near-daily in small groups. The individuals delivering interventions should be able to teach reading and academic language skills in an engaging manner to students during classroom or pull-out interventions.	Implementation progress			
	1	2	3	4

Possible sources of evidence

- Schedules for school faculty and staff (may include special area teachers, reading coaches, paraprofessionals or instructional assistants, other school staff).
- Documentation of hiring, training, and work hours of individuals identified for delivering interventions.

Guiding questions

- How many school faculty and staff who have demonstrated success in teaching foundational literacy skills are available to implement early literacy interventions daily or near-daily in small groups?
- How many school faculty and staff can be identified who have the ability to be trained to implement effective early literacy interventions?
- Do the school faculty and staff selected to deliver interventions have consistent blocks of time in their daily schedule that enable them to work with one or more intervention groups daily or near-daily? Can schedules be adjusted to allow them to consistently (daily or near-daily) serve intervention groups?
- How are classroom teachers' schedules established to provide time for small group instruction or interventions to take place in the classroom?
- How are literacy coaches hired at the school to support intervention teachers?

5.2 A plan is developed and implemented to identify available community volunteers that can provide early literacy interventions to students daily or near-daily in small groups.	Implementation progress			
	1	2	3	4

Possible sources of evidence

- Documentation of current community volunteers.
- Schedule of availability for each community volunteer.
- Documentation of partnerships with local colleges and universities.
- Documentation of partnerships with local or national organizations, agencies, and nonprofit groups.

Guiding questions

- Does the district or school recruit, train, and use community volunteers to reduce group sizes for implementing early literacy interventions?
- Do the current or prospective community volunteers (for example, college students, pre-service teachers, mentors, retired teachers, parents, grandparents) have a schedule that enables them to work with the same early literacy intervention groups in a frequent, consistent fashion?

Scoring Guide Area 6: Professional Development and Ongoing Support

A plan is developed and implemented to provide professional development and ongoing support to school faculty, staff, and community volunteers delivering early literacy interventions.

Circle the rating that best describes your program's implementation progress for each item.

1 = Important, but not feasible now
2 = Area to develop or improve
3 = Partially in place, under development
4 = Already in place

6.1 A plan is developed and implemented to provide professional development for individuals who deliver early literacy interventions.	Implementation progress			
	1	2	3	4

Possible sources of evidence
· Professional development schedule and training agenda.
· Professional development training materials.

Guiding questions
· Who provides training to individuals delivering early literacy interventions?
· When do individuals delivering early literacy interventions receive initial training?
· What follow-up and other professional development opportunities are offered and when?

6.2 A plan is developed and implemented to conduct ongoing observations of and to provide feedback and support to individuals who deliver early literacy interventions.	Implementation progress			
	1	2	3	4

Possible sources of evidence
· Early literacy interventions observation plan.
· Early literacy interventions fidelity checklist or rubric.
· Interviews with school faculty and staff responsible for organizing the implementation of early literacy interventions.

Guiding questions
· Does the school use rubrics or checklists to conduct ongoing fidelity observations of individuals delivering interventions? How often?
· Do observations of intervention sessions inform school leadership (for example, administration, reading coach, response to intervention coordinator) about the kinds of support and feedback to provide to individuals who deliver interventions?

Scoring Guide Area 7: Communication

A plan is developed and implemented that facilitates effective communication and collaboration among administrators, literacy coaches, classroom teachers, intervention teachers, parents, and early childhood educators to ensure that each student's instructional needs are met.

Circle the rating that best describes your program's implementation progress for each item.

1 = Important, but not feasible now
2 = Area to develop or improve
3 = Partially in place, under development
4 = Already in place

7.1 A plan is developed and implemented that will ensure successful start-up of early literacy interventions through communication and collaboration.	Implementation progress			
	1	2	3	4

Possible sources of evidence

- Documentation of faculty and staff roles and responsibilities.
- Interviews with administration and leadership (for example, reading coach, response to intervention coordinator, special education teachers, grade-level representatives).
- Meeting notes from early literacy intervention planning meetings.
- Memos from administration or leadership to classroom teachers.
- Documentation of communication with parents.

Guiding questions

- Who is responsible for organizing intervention startup (for example, identifying school personnel and community volunteers who will provide interventions, identifying training opportunities for those providing interventions, creating intervention schedules, ensuring timely assessment of students to determine eligibility for intervention, identifying students for intervention placement)?
- How are parents informed when a student is deemed eligible to receive early literacy intervention?
- What connections have been made with early childhood educators who serve students prior to enrolling in elementary school?

7.2 A plan is developed that enables teachers, those delivering interventions, and parents to collaborate regularly regarding students' growth in targeted skill areas.	Implementation progress			
	1	2	3	4

Possible sources of evidence

- Interviews with classroom teachers.
- Interviews with individuals delivering interventions.
- Schedule of collaborative meetings between teachers and individuals implementing interventions.
- Schedule of conferences with parents.
- Schedule of school-sponsored parent and community literacy events.

Guiding questions

- Do teachers understand the intervention goals and progress for each student?
- What types of student work and data collected during intervention sessions are shared with classroom teachers and parents?
- How are classroom teachers using information provided from intervention sessions?
- What types of student work and data collected during classroom instruction are shared with those delivering interventions?
- How is information from classroom teachers used by the interventionist?
- Who is facilitating collaborative discussions between teachers and interventionists about students' instructional needs?
- Are parents provided with resources to continue to support and build literacy skills in students while at home?

Scoring Guide Area 8: Intervention or Classroom Environment

A healthy and safe learning environment is established that is conducive to student engagement, student productivity, and intensive literacy instruction.

Circle the rating that best describes your program's implementation progress for each item.	1 = Important, but not feasible now 2 = Area to develop or improve 3 = Partially in place, under development 4 = Already in place

8.1 A plan is developed and implemented to ensure a healthy and safe learning environment.	Implementation progress			
	1	2	3	4

Possible sources of evidence

- Documentation of district or school criteria for instructional environments.
- Documentation of a custodial or maintenance plan for instructional environments.
- Procedures established for school faculty and staff to report concerns about the instructional environment and for concerns to be addressed quickly.
- Documentation of available instructional spaces to provide consistent early literacy interventions (inside and outside the classroom).
- Documentation of instructional materials (complete curricula) and supplies (pencils, paper, erasers, pencil sharpeners) available and easily accessible for intervention use.

Guiding questions

- Have criteria been developed to select instructional environments for interventions that will provide a healthy and safe learning environment in which distractions are minimized?
- Is there a plan in place to regularly monitor instructional environments to ensure that they remain healthy and safe throughout the school year?
- Is instructional space consistently available to provide early literacy interventions (inside and outside the classroom)?
- Is instructional space in close proximity (to the students' classrooms) to reduce transition times?
- Is the instructional space conducive to student engagement and productivity (for example, physical space, furniture, lighting, minimized outside distractions)?
- Is the instructional environment engaging, conducive to learning, and print rich?
- Are instructional materials and supplies readily available for use during intervention sessions?

Implementation Consensus Rating Form

(To be completed by the facilitator)

State _____

District _____

School _____

Complete this form by recording the results of consensus ratings and discussions from initial self-study results, initial thoughts on priorities, and initial brainstorming ideas for next steps or activities for each area rated 2 or 3 (areas where development is most needed).

Rating key: 1 = Important, but not feasible now
2 = Area to be developed or improve
3 = Partially in place, under development
4 = Already in place

Scoring Guide area	Consensus rating	Priorities	Ideas for next steps or activities
Area 1. Student Selection	Part 1.1: 1 2 3 4		
	Part 1.2: 1 2 3 4		
Area 2. Assessment Selection and Data Use	Part 2.1: 1 2 3 4		
	Part 2.2: 1 2 3 4		
Area 3. Content and Instruction	Part 3.1: 1 2 3 4		
	Part 3.2: 1 2 3 4		
Area 4. Instructional Time	Part 4.1: 1 2 3 4		
	Part 4.2: 1 2 3 4		
Area 5. Interventionist or Teacher Selection	Part 5.1: 1 2 3 4		
	Part 5.2: 1 2 3 4		
Area 6. Professional Development and Ongoing Support	Part 6.1: 1 2 3 4		
	Part 6.2: 1 2 3 4		
Area 7. Communication	Part 7.1: 1 2 3 4		
	Part 7.2: 1 2 3 4		
Area 8. Intervention or Classroom Environment	Part 8.1: 1 2 3 4		

Planning Next Steps Form

(To be completed by the facilitator)

After the *Implementation Consensus Rating Form* has been completed, the facilitator will begin completing this form by leading a discussion with the group about the priorities for action based on the strength of evidence and importance for success as described in the literature on implementation. The facilitator will then lead a discussion for the development of a detailed implementation plan for next steps and activities that are most urgent and actionable. Finally, the facilitator will lead a discussion to capture potential challenges to the plan.

Based on group discussion and implementation consensus ratings, list the top priority areas to improve implementation of early literacy interventions.

Based on group discussion, what next steps and activities are needed to address the listed priorities? Consider timelines and who will be responsible for determining the strategies or providing the resources.

Based on group discussion, what general challenges do you anticipate? How will the challenges be addressed? Consider who will be responsible for addressing these challenges.

Appendix A. Support for *Scoring Guide* areas

This section describes key references that correspond to each of the *Scoring Guide* areas. The information provided for each reference describes key findings or information from the reference that support the suggestions for implementation described in each *Scoring Guide* area.

Scoring Guide Area 1: Student Selection

Al Otaiba, S., Connor, C. M., Folsom, J. S., Wanzek, J., Gruelich, L., Schatschneider, C., & Wagner, R. K. (2014). To wait in tier 1 or intervene immediately: A randomized experiment examining first-grade response to intervention in reading. *Exceptional Children, 81*(1), 11–27. http://eric.ed.gov/?id=EJ1049286

Evidence from this study found that when low-performing grade 1 students received intervention services immediately after being screened, they ended grade 1 with statistically significantly higher reading scores than their peers who were provided intervention after an initial eight week waiting period.

Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W. D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide* (NCEE No. 2009–4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. http://eric.ed.gov/?id=ED504264

Recommendation 1 of this practice guide notes: "Universal screening is a critical first step in identifying students who are at risk of experiencing reading difficulties and who might need more instruction. Screening should take place at the beginning of each school year in kindergarten through grade 2" (p. 11). This practice guide also advises that schools must develop a plan of action to determine who will administer the universal student screening assessments and interpret the results and when to schedule the assessments and makeups to ensure timely implementation of interventions. Recommendation 3 of this practice guide highlights 11 studies that investigated intervention group size. "Six studies involved one-on-one instruction, and the remainder used small groups ranging from two to five students. Given that effect sizes were not significantly higher for the one-on-one approach, small group work could be considered more practical for implementation" (p. 19).

Vaughn, S., Linan-Thompson, S., Kouzekanani, K., Bryant, D., Dickson, S., & Blozis, S. (2003). Reading instruction grouping for students with reading difficulties. *Remedial and Special Education, 24*(5), 301–315. http://eric.ed.gov/?id=EJ6770107

This study found that students who received instruction in the one-on-one condition made significantly higher gains than students in groups of 10 in passage comprehension, phoneme segmentation, and reading fluency. However, it found no statistical difference between the students who received one-on-one instruction and students who were instructed in groups of three, suggesting that intervention does not need to be one on one to be effective.

Foorman, B. R., Breier, J. I., & Fletcher, J. M. (2003). Interventions aimed at improving reading success: An evidence-based approach. *Developmental Neuropsychology, 24*(2–3), 613–639.

This study recommends that screening assessments include the measurement of literacy skills that are most predictive of later reading success. In kindergarten, tasks should include oral blending of sounds into words and identifying the sounds of letters. In grades 1 and 2, word recognition is important.

Foorman, B. F., Herrera, S., Petscher, Y., Mitchell, A., & Truckenmiller, A. (2015). The structure of oral language and reading and their relation to comprehension in kindergarten through grade 2. *Reading and Writing, 28*(5), 655–681. http://eric.ed.gov/?id=EJ1057505

This study found that oral language consists of listening comprehension, vocabulary, and syntactic skills, which relate to reading comprehension in grades 1 and 2 just as strongly as decoding fluency. Thus, instruction in oral language should be integrated into early literacy instruction to ensure that students understand what they read.

Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W. D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide* (NCEE No. 2009–4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. http://eric.ed.gov/?id=ED504264

Recommendation 1 of this practice guide notes: "Schools should use measures that are efficient, reliable, and reasonably valid. For students who are at risk of reading difficulties, progress in reading and reading-related skills should be monitored on a monthly or even a weekly basis to determine whether students are making adequate progress or need additional support" (p. 11). It further recommends specific skills to be assessed that predict student reading performance in later grades. Letter naming and phoneme segmentation are recommended skills for assessment in kindergarten. Letter naming, phoneme segmentation, nonsense word fluency, word identification, and oral reading fluency are recommended skills for assessment in grade 1. Word identification and oral reading fluency are recommended skills for assessment in grade 2.

Gustafson, S., Svensson I., & Fälth, L. (2014). Response to intervention and dynamic assessment: Implementing systematic, dynamic and individualized interventions in primary school. *International Journal of Disability, Development and Education, 61*(1), 27–43. http://eric.ed.gov/?id=EJ1031409

This study recommends dynamic intervention, with frequent progress monitoring through all levels of response to intervention to use data to make decisions to modify or intensify instruction.

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making* (NCEE No. 2009–4067). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. http://eric.ed.gov/?id=ED506645

Recommendation 1 of this practice guide recommends that practitioners, "Make data part of an ongoing cycle of instructional improvement" (p. 10). This cycle includes three steps: collect and prepare a variety of data about student learning, interpret data and develop hypotheses about how to improve student learning, and modify instruction to test hypotheses and increase student learning. This cyclical method for continuously using data to inform instruction should be used for all students to inform instruction.

Coalition for Evidence-Based Policy. (2003). *Identifying and implementing educational practices supported by rigorous evidence: A user friendly guide*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Evaluation and Regional Assistance. http://eric.ed.gov/?id=ED477483

This guide emphasizes the importance of using high-quality tools that are supported by rigorous evidence. "This guide seeks to provide assistance to educational practitioners in evaluating whether an educational intervention is backed by rigorous evidence of effectiveness, and in implementing evidence-based interventions in their schools or classrooms. By intervention, we mean an educational practice, strategy, curriculum, or program" (p. 1).

Foorman, B. R., & Al Otaiba, S. (2009). Reading remediation: State of the art. In K. Pugh & P. McCardle (Eds.), *How children learn to read: Current issues and new directions in the integration of cognition, neurobiology and genetics of reading and dyslexia research and practice* (pp. 257–274). New York, NY: Psychology Press.

This chapter reviews rigorous studies of classroom prevention, early intervention, remedial intervention, and other interventions that provided instruction to prevent or remediate student deficits in reading. Common to all was a focus on building phonics skills through explicit instruction.

Foorman, B. R., Breier, J. I., & Fletcher, J. M. (2003). Interventions aimed at improving reading success: An evidence-based approach. *Developmental Neuropsychology*, *24*(2–3), 613–639.

This study describes evidence-based approaches for providing students with effective instruction in reading. It concludes that effective instruction "consists … of the integration of explicit instruction in phonemic awareness and the alphabetic principle, reading for meaning, and practice in fluent reading and writing. Reading for meaning includes explicit instruction in vocabulary, spelling, and comprehension strategies" (p. 634). The study also emphasizes the importance of having all students practice these skills and writing regularly.

Foorman, B. R., & Torgesen, J. K. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. *Learning Disabilities Research and Practice*, *16*(4), 202–211. http://eric.ed.gov/?id=EJ63766

This study discusses decades of research on effective practices in reading instruction, covering seminal studies that date back to the 1970s and highlights that "…effective classroom reading instruction on phonemic awareness, phonemic decoding, fluency in word recognition and text processing, construction of meaning, vocabulary, spelling, and writing can maximize the probability that all but a very small percentage of children can learn to read on grade level" (p. 210). Further, it notes that to address the needs of the small number of students who may not respond to high-quality classroom instruction, intervention in these critical components must be delivered in small groups or one on one.

Foorman, B. F., Herrera, S., Petscher, Y., Mitchell, A., & Truckenmiller, A. (2015). The structure of oral language and reading and their relation to comprehension in kindergarten through grade 2. *Reading and Writing, 28*(5), 655–681. http://eric.ed.gov/?id=EJ1057505

This study explores the role of oral language skills in kindergarten, grade 1, and grade 2 students, highlighting the interrelated nature of oral language and literacy skills. The authors suggest that building oral language skills should be part of literacy instruction.

Foorman, B., & Wanzek, J. (2015). Classroom reading instruction for all students. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Handbook of response to intervention: The science and practice of multi-tiered systems of support* (2nd ed.) (pp. 235–252). New York, NY: Springer Science.

This chapter highlights the importance of providing instruction in language skills as part of literacy instruction. Specifically, the authors indicate that focusing on academic language development can contribute to comprehension of text as it becomes increasingly complex in the later grades.

Scoring Guide Area 4: Instructional Time

Baker, S. K., Smolkowski, K., Chaparro, E. A., Smith, J. L. M., & Fien, H. (2015). Using regression discontinuity to test the impact of a tier 2 reading intervention in first grade. *Journal of Research on Educational Effectiveness*, 8(2), 218–244. http://eric.ed.gov/?id=EJ1057097

This study compares treatment students receiving Tier 1 instruction coupled with Tier 2 intervention (students were below the 30th percentile) to control students receiving only Tier 1 instruction (students were above the 30th percentile), using a regression discontinuity design. Students in the treatment condition outperformed those in the control condition. The authors suggest two possible explanations for these outcomes: students in the treatment condition spent more time receiving reading instruction and students received additional instruction (30 minutes per day) in a more intensive format that was aligned with their Tier 1 classroom instruction.

Crawford, E., & Torgesen, J. (2006). *Teaching all students to read: Practices from Reading First schools with strong intervention outcomes.* Tallahassee, FL: Florida Center for Reading Research. http://eric.ed.gov/?id=ED498784

The authors described how schools were able to maximize instructional time in the schedule for early literacy intervention by carefully scheduling the reading block and intervention time for each grade level to maximize the personnel available for delivering intervention through the use of various formats (for example, pull-out, push-in, and teacher-led small group).

Hagan-Burke, S., Coyne, M. D., Kwok, O., Simmons, D. C., Kim, M., Simmons, L. E., Skidmore, S. T., Hernandez, C. L., & McSparran Ruby, M. (2013). The effects and interactions of student, teacher, and setting variables on reading outcomes for kindergarteners receiving supplemental reading intervention. *Journal of Learning Disabilities*, 46(3), 260–277. http://eric.ed.gov/?id=EJ1010621

In this study the authors examine the differences between the students' language and literacy skills, teacher variables, and setting characteristics on the reading outcomes of at-risk kindergarteners who were provided with one of two conditions for reading intervention. When comparing students who received pull-out intervention versus push-in intervention, the authors found no statistically significance difference in student outcomes in decoding, implying that either format can be effective for student learning.

Harn, B., Linan-Thompson, S., & Roberts, G. (2008). Intensifying instruction: Does additional instructional time make a difference for the most at-risk first graders? *Journal of Learning Disabilities*, *41*(2), 115–125. http://eric.ed.gov/?id=EJ796778

Results from this study indicate that there are consistent findings in education research that indicate that the amount of time students are engaged in academic skills can contribute significantly to their achievement. Specifically, students who spent more time in intervention had higher outcomes, particularly in fluency-based measures of sight-word analysis and passage-level reading.

Simmons, D. C., Kame'enui, E. J., Harn, B., Coyne, M. D., Stoolmiller, M., Santoro, L. E., & Kaufman, N. K. (2007). Attributes of effective and efficient kindergarten reading intervention: An examination of instructional time and design specificity. *Journal of Learning Disabilities*, *40*(4), 331–347. http://eric.ed.gov/?id=EJ772549

This study found that at-risk kindergarten students had greater gains in letter identification, phonemic decoding, and word reading when provided with a 30 minute intervention session than when provided with a 15 minute intervention session.

Al Otaiba, S., Schatschneider, C., & Silverman, E. (2010). Tutor-assisted intensive learning strategies in kindergarten: How much is enough? *Exceptionality: A Special Education Journal, 13*(4), 195–208. http://eric.ed.gov/?id=EJ722560

This study investigated the effectiveness of a tutoring intervention delivered by community tutors to at-risk students. Students who received tutoring four days a week made greater gains in word identification, passage comprehension, and basic skills on the Woodcock Reading Mastery Tests—Revised than students who received tutoring two days a week.

Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W. D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide* (NCEE No. 2009–4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. http://eric.ed.gov/?id=ED504264

Recommendation 3 from this practice guide notes: "Tier 2 instruction should be implemented for 20 to 40 minutes, three to five times per week in small groups of three to four students. Student grade level and needs should determine the duration" (p. 22).

Scoring Guide Area 5: Interventionist or Teacher Selection

Foorman, B. R., Breier, J. I., & Fletcher, J. M. (2003). Interventions aimed at improving reading success: An evidence-based approach. *Developmental Neuropsychology*, *24*(2–3), 613–639.

In this study the authors highlight the use of paraprofessionals in providing instructional support. The authors suggest that a well trained paraprofessional can deliver effective intervention as well as a well trained teacher can.

Elbaum, B., Vaughn, S., Hughes, M. T., & Moody, S. W. (2000). How effective are one-to-one tutoring programs in reading for elementary students at risk for reading failure? A meta-analysis of the intervention research. *Journal of Educational Psychology, 92*(4), 605–619. http://eric.ed.gov/?id=EJ1037909

This meta-analysis found that well trained community volunteers and college students can successfully implement an intervention that contributed to students' success in reading. The authors emphasize that these interventionists are in addition to high-quality classroom instruction rather than a substitution for it.

Scoring Guide Area 6: Professional Development and Ongoing Support

Elbaum, B., Vaughn, S., Hughes, M. T., & Moody, S. W. (2000). How effective are one-to-one tutoring programs in reading for elementary students at risk for reading failure? A meta-analysis of the intervention research. *Journal of Educational Psychology, 92*(4), 605–619. http://eric.ed.gov/?id=EJ1037909

This meta-analysis found that well trained community volunteers and college students can successfully implement an intervention to struggling students in reading and have positive outcomes.

Wasik, B. A. (1998a). Using volunteers as reading tutors: Guidelines for successful practices. *The Reading Teacher, 51*(7), 562–570. http://eric.ed.gov/?id=EJ562450

This study outlines key components for effective tutoring programs. One of the key elements for a successful tutoring program is for tutors to be well trained so that they have a basic understanding of the reading process and to be supervised by a reading coach. The reading coach should observe the volunteers and give them constant feedback and ongoing support to have the greatest positive impact on students.

Wasik, B. A. (1998b). Volunteer tutoring programs in reading: A review. *Reading Research Quarterly, 33*(3), 266–291. http://eric.ed.gov/?id=EJ571662

This article reviewed research findings and recommends that tutors be trained on specific scaffolding and modeling techniques to be successful. It suggests that tutors who do not have adequate training and support could be more of a hindrance than a support to struggling students.

Al Otaiba, S., Schatschneider, C., & Silverman, E. (2010). Tutor-assisted intensive learning strategies in kindergarten: How much is enough? *Exceptionality: A Special Education Journal, 13*(4), 195–208. http://eric.ed.gov/?id=EJ722560

In this study the researchers attribute possible success to a high degree of fidelity with tutor implementation of the program. For this study the interventionists were observed during the first month of intervention and were provided with feedback and guidance. Fidelity checks were then conducted in December and March.

Scoring Guide Area 7: Communication

Gonzalez-DeHass, A. R., Willems, P. P., & Holbein, M. F. D. (2005). Examining the relationship between parental involvement and student motivation. *Educational Psychology Review, 17*(2), 99–123. http://eric.ed.gov/?id=EJ732429

The authors found that when parents are involved, students have increased motivation, effort, concentration, attention, and positive outcomes in reading. The authors define parent involvement as parent

participation in parent-teacher conferences, school functions, engaging in activities at home, engaging in student extracurricular activities, and parental influence and input regarding academic progress and decisions.

Foorman, B. R., & Al Otaiba, S. (2009). Reading remediation: State of the art. In K. Pugh & P. McCardle (Eds.), *How children learn to read: Current issues and new directions in the integration of cognition, neurobiology and genetics of reading and dyslexia research and practice* (pp. 257–274). New York, NY: Psychology Press.

This study highlights the critical role that principals, specialists, classroom teachers, and coaches play in the successful execution of early literacy intervention.

Wasik, B. A. (1998a). Using volunteers as reading tutors: Guidelines for successful practices. *The Reading Teacher, 51*(7), 562–570. http://eric.ed.gov/?id=EJ562450

This study outlines key components for effective tutoring programs. It suggests that tutoring needs to be coordinated with classroom instruction. However, tutoring can go a step beyond classroom instruction by presenting strategies and providing explanations that students would not receive during typical classroom instruction.

Wasik, B. A. (1998b). Volunteer tutoring programs in reading: A review. *Reading Research Quarterly, 33*(3), 266–291. http://eric.ed.gov/?id=EJ571662

This article reviewed research and concludes that a consistent feature of successful tutoring is coordination between the volunteer program (tutoring) and classroom instruction. It highlights that it would be confusing for struggling students if they are learning different and inconsistent approaches to reading.

Scoring Guide Area 8: Intervention or Classroom Environment

Averill, O., Baker, D., & Rinaldi, C. (2014). A blueprint for effectively using RTI intervention block time. *Intervention in School and Clinic*, *50*(1), 29–38. http://eric.ed.gov/?id=EJ1037909

The article highlights the impact physical space can have on students' learning and behavior during intervention. The authors recommend selecting a space that can be consistently available and close to the students' classroom to minimize transition time and maximize learning time. The authors also recommend arranging the space to maximize efficient delivery of the intervention.

Tanner, C. K. (2008). Explaining relationships among student outcomes and the school's physical environment. *Journal of Advanced Academics*, *19*(3), 444–471. http://eric.ed.gov/?id=EJ810757

This work explored the relationship between schools' physical environment and student outcomes. Physical environment was "defined as four sets of design patterns: movement and circulation, large group meeting places, day lighting and views, and instructional neighborhoods" (p. 445). It was found that each of the "four design variables was positively related to student achievement, even after controlling for school SES [socio-econmic status]" (p. 445).

Appendix B. Sample master schedules

This appendix corresponds to *Scoring Guide* Area 4: Instructional Time. It provides examples of master schedules from two Florida public elementary schools that enable interventionists to serve students in 45-minute sessions two times per day per grade.

Figure B1. Sample master schedule 1

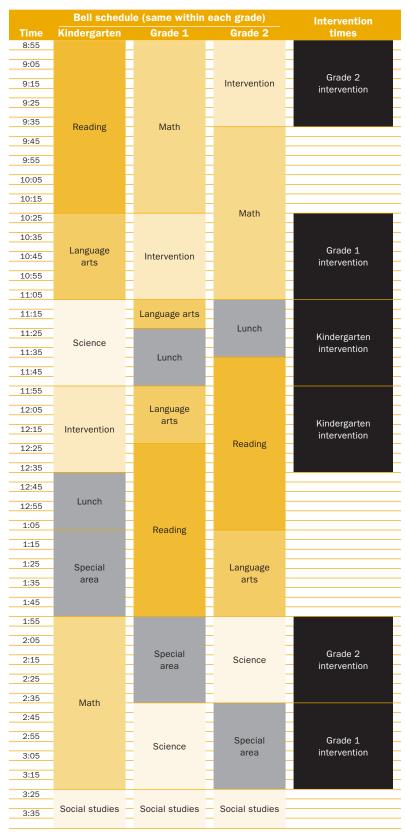| Time	Kindergarten Schedule A	Kindergarten Schedule B	Grade 1 Schedule A	Grade 1 Schedule B	Grade 2 Schedule A	Grade 2 Schedule B	Intervention times
8:30	Science	Math intervention	Special area	Special area	Reading/language arts	Reading/language arts intervention	Grade 2 intervention
8:40	Science	Math intervention	Special area	Special area	Reading/language arts	Reading/language arts intervention	Grade 2 intervention
8:50	Science	Math intervention	Special area	Special area	Reading/language arts	Reading/language arts intervention	Grade 2 intervention
9:00	Math intervention	Science	Special area	Special area	Reading/language arts	Health / Social studies	Grade 2 intervention
9:10	Math intervention	Science	Special area	Special area	Reading/language arts	Health / Social studies	Grade 2 intervention
9:20	Special area	Special area	Reading/language arts intervention	Math	Reading/language arts	Math	Grade 1 intervention
9:30	Special area	Special area	Reading/language arts intervention	Math	Reading/language arts	Math	Grade 1 intervention
9:40	Special area	Special area	Social studies	Math	Reading/language arts	Math	Grade 1 intervention
9:50	Special area	Special area	Health	Math	Reading/language arts	Math	Grade 1 intervention
10:00	Special area	Special area	Math	Math	Reading/language arts	Math	
10:10	Lunch	Social studies	Math	Math	Reading/language arts	Reading/language arts	
10:20	Lunch	Lunch	Math	Math	Reading/language arts	Reading/language arts	
10:30	Lunch	Lunch	Math	Math	Reading/language arts	Reading/language arts	Grade 2 intervention
10:40	Reading/language arts	Health	Math	Math intervention	Reading/language arts intervention	Reading/language arts	Grade 2 intervention
10:50	Reading/language arts	Math	Math	Health / Social studies	Reading/language arts intervention	Reading/language arts	Grade 2 intervention
11:00	Reading/language arts	Math	Lunch	Health / Social studies	Health / Social studies	Reading/language arts	Grade 2 intervention
11:10	Reading/language arts	Math	Lunch	Lunch	Math	Reading/language arts	
11:20	Reading/language arts	Math	Lunch	Lunch	Math	Reading/language arts	
11:30	Reading/language arts	Math	Reading/language arts	Lunch	Math	Reading/language arts	
11:40	Reading/language arts	Math	Reading/language arts	Reading/language arts	Math	Reading/language arts	
11:50	Reading/language arts	Reading/language arts intervention	Reading/language arts	Reading/language arts	Math	Reading/language arts	Kindergarten intervention
12:00	Reading/language arts	Reading/language arts intervention	Reading/language arts	Reading/language arts	Math	Reading/language arts	Kindergarten intervention
12:10	Reading/language arts	Reading/language arts intervention	Reading/language arts	Reading/language arts	Math	Reading/language arts	Kindergarten intervention
12:20	Reading/language arts	Reading/language arts	Reading/language arts	Reading/language arts	Lunch	Lunch	Kindergarten intervention
12:30	Reading/language arts	Reading/language arts	Reading/language arts	Reading/language arts	Lunch	Lunch	Kindergarten intervention
12:40	Reading/language arts	Reading/language arts	Reading/language arts	Reading/language arts	Lunch	Lunch	Kindergarten intervention
12:50	Health / Social studies	Reading/language arts	Reading/language arts	Reading/language arts	Lunch	Lunch	Kindergarten intervention
1:00	Reading/language arts intervention	Reading/language arts	Reading/language arts	Reading/language arts	Special area	Special area	Kindergarten intervention
1:10	Reading/language arts intervention	Reading/language arts	Reading/language arts	Reading/language arts	Special area	Special area	Kindergarten intervention
1:20	Reading/language arts intervention	Reading/language arts	Reading/language arts	Reading/language arts	Special area	Special area	Kindergarten intervention
1:30	Math	Reading/language arts	Reading/language arts	Reading/language arts	Special area	Special area	
1:40	Math	Reading/language arts	Math intervention	Reading/language arts intervention	Math intervention	Math intervention	Grade 1 intervention
1:50	Math	Reading/language arts	Math intervention	Reading/language arts intervention	Math intervention	Math intervention	Grade 1 intervention
2:00	Math	Reading/language arts	Math intervention	Reading/language arts intervention	Math intervention	Math intervention	Grade 1 intervention
2:10	Math	Reading/language arts	Science	Science	Science	Science	Grade 1 intervention
2:20	Math	Reading/language arts	Science	Science	Science	Science	Grade 1 intervention

Note: This school split schedules by grade so that half the classrooms followed schedule A and half schedule B. Using this setup, two adults serving small groups can reach 16–20 students in each grade, and four adults can reach 32–40 students in each grade.

Source: Authors' illustration of sample Florida public elementary school master schedule 1.

Figure B2. Sample master schedule 2

Time	Bell schedule (same within each grade)			Intervention times
	Kindergarten	Grade 1	Grade 2	
8:55	Reading	Math	Intervention	Grade 2 intervention
9:05				
9:15				
9:25				
9:35			Math	
9:45				
9:55				
10:05				
10:15				
10:25	Language arts	Intervention		Grade 1 intervention
10:35				
10:45				
10:55				
11:05				
11:15	Science	Language arts	Lunch	Kindergarten intervention
11:25		Lunch		
11:35				
11:45				
11:55	Intervention	Language arts	Reading	Kindergarten intervention
12:05				
12:15				
12:25		Reading		
12:35				
12:45	Lunch			
12:55				
1:05				
1:15	Special area			
1:25			Language arts	
1:35				
1:45				
1:55	Math	Special area	Science	Grade 2 intervention
2:05				
2:15				
2:25				
2:35				
2:45		Science	Special area	Grade 1 intervention
2:55				
3:05				
3:15				
3:25				
3:35	Social studies	Social studies	Social studies	

Note: Each grade at this school has designated intervention times separate from reading and language arts times. Using this system, two adults serving small groups can reach 16–20 students in each grade, and four adults can reach 32–40 students in each grade.

Source: Authors' illustration of sample Florida public elementary school master schedule 2.

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The Regional Educational Laboratory Program produces 7 types of reports

Making Connections
Studies of correlational relationships

Making an Impact
Studies of cause and effect

What's Happening
Descriptions of policies, programs, implementation status, or data trends

What's Known
Summaries of previous research

Stated Briefly
Summaries of research findings for specific audiences

Applied Research Methods
Research methods for educational settings

Tools
Help for planning, gathering, analyzing, or reporting data or research