0:00

We are so glad that you could join us today for another one of our topical webinars. We're very fortunate today to be joined by our partners with the Region seven Comprehensive Center, the R7CC.

0:14

Today there'll be sharing with us one of the tools for implementation and that's a hexagon tool. Our presenters will be Ruth Gumm, the research associate with R7CC and the Project Lead for the Florida Pre K Literacy Project, and Sophia Farmer, the implementation specialist with R7CC. So, I know that they have a packed presentation for us today. Towards the end of it, we will be able to talk about some of the updates regarding the CERP, and I know that you will have questions. We’re also looking at trying to adapt next month’s schedule to work in two different webinars so that we can address some of the questions as they come up.

1:02

So I know that you're going to enjoy today, and I will hand it off to Ruth and Sophia.

1:14

Well, good morning, it's wonderful to be here, and thank you Rebecca for inviting us. And we are so honored to have Sophia with us, the implementation specialist that works with R7CC. And so, she plays a very important role with implementation science, and she's going to educate us today on what that is. So, Sophia, go ahead and take it away.

1:44

All right, thank you, Ruth. So, today, we're just going to do a very brief introduction to what implementation science is.

1:53

And, really, just a brief introduction, just so that we get a common understanding of the need for why implementation science is even a focus for us.

2:07

And then how we might make connections between how we currently, in particular, select programs, practices, instructional materials, and how implementation science or the work of implementation might lead us to different methods or strategies or protocols. And we also want to introduce you to some brief constructs around implementation science.

2:38

So the first part is, why do we even focus on the science of implementation?

2:46

Many of you have probably heard of what we call the science to service gap.

2:54

Implementation Science is what we refer to when we talk about the methods or techniques.

3:04

There's practices, protocol's, activities that will help us move practices that we know work based on research to actual use within the classroom.

3:21

And when we are referring to implementation, and that idea of moving best practices from what research tells us to use in the classroom, we're talking about the whole process from the consideration of what to select, which is what we'll be focusing on today, all the way through the actual doing, or implementation of what we have selected.

3:46

And then giving us strategies and tools for sustaining it over time.

3:56

We focus on implementation, or the science of implementation.

4:02

Because what we know, and I'm sure what you have seen, is that there is a big implementation gap in practice.

4:13

That means that what we know about the research and evidence behind best practices doesn't always get to the classroom, to the teaching and learning interactions that we want to see.

4:28

So, why is that?

4:30

Research tells us that many times, we get great adoption, right? We know what's out there. We know what we want to have in classrooms.

4:40

We know what best practices are. But when we adopt them or put the information out there, they're not always used with fidelity.

4:52

In fact, they are frequently changed somehow to fit the system, and Ruth will talk to you a little bit, about that, later.

5:01

When we do get things used with fidelity, they're not always sustained.

5:06

I'm sure you've been in districts and have worked in places where every few years, something new comes along and we think this is going to be the thing. This is going to be what works. And so we switch to something new.

5:22

So we are great in education about doing that, about not either sustaining because of the next new thing, or not sustaining because we can't. We either lose resources, resources change, they’re competing initiatives, or other innovations that were required to use.

5:39

And then when we do get something used with fidelity, and we even start to sustain it, we tend in education to not use it to scale.

5:49

And what that means is frequently across the state, or even across a region, or even in a district, we have small pockets of excellence, but we find it really hard in education to take those pockets of excellence and make them large, right, scale them across our districts and our schools and our regions.

6:12

So implementation science gives us a way to move from just kind of letting it happen, right? Through things like very minimal supports, just disseminating or putting information out there, but yet still requiring teachers and districts to be accountable to helping it happen.

6:37

Alright, so moving from dissemination, just putting information out into the universe. So, implementation science will help give us the tools and resources to move from that to helping it happen.

6:52

So, providing materials, training, resources, perhaps websites, and then even targeted supports for using the information.

7:01

So, for example, do you have groups like these that might meet, to get questions answered?

7:08

As Rebecca was saying, there might be even the addition of additional supports through webinars for different topic information, so we can provide that targeted support.

7:18

And then finally, we really want to make sure that when we, what I call, go deep, or go intensive, and really think about what is it in implementation, and what we know from the research, will make it happen. We’ll ensure that we not only adopt practices, programs, instructional materials, and so on. But we provide the needed coaching, training, data systems, administrative or leadership support for that work. Fidelity tools, all of those layers of support is what we call going deep or providing intensive supports for our teachers.

8:03

And that's what implementation science activities, processes, and tools can bring us.

8:09

So, that is a quick why it's really being intentional, not just about what we are using in our classrooms, but how we adopt it, how we get it in place, and how we sustain it.

8:23

So, what is that implementation science thing anyway? Ruth is going to take us through that.

8:30

Thank you, Sophia, and we do want to make sure we do demystify implementation science. There really is a science to implementation, and there has been enough science research findings to know that there is actually a formula to successful implementation. There are three factors involved in producing outcomes that we always hope for.

8:53

And that formula entails effective practices times effective implementation times enabling contexts and that equals improved outcomes. And that would be the formula necessary to get the outcomes that we hope for. So let's look at the first factor.

9:16

When we look at the first factor of effective practices we know from the research of 2014 with Horner, Blitz and Ross, contextual fit is the match between the strategies, procedures, or elements of a practice or program and the values, needs, skills and resources of those who implement and experience the practice or program.

9:42

So we have to ask her questions within this factor, what works, for whom, why, and in what circumstances, and who are we supporting?

9:53

As we look at the second factor, we see effective implementation. We look at visible supports, transitioning supports, supports throughout the system, and for multiple programs like competency, organizational factors and leadership.

10:13

The third factor, we go onto enabling context.

10:19

Collaboration is a very important part of implementation science.

10:25

We have to look at the knowledge and evidence that's more implementable and the infrastructure that brings research evidence and implementation closer together. And, of course, there’s attention to local needs, we must not forget local needs.

10:40

And those factors that increase the relevance and impact of the activity for implementation. And of course, enhancing capacity and the capability of implementation. So there is a value here with enabling contexts. It's part of the glue that is many times overlooked.

11:00

It's a collaborative act, implementation, in order to enable the context to get the outcome that we hoped for, to get the maximized outcome as much as possible.

11:13

So we have an activity to apply. Begin thinking of applying this formula of effective implementation science. Looking at the first bullet, it says to reflect on the work of your previous rollouts or instructional materials adoption.

11:31

So I'd like you to think back in the recesses of your mind and reflect back to some of those previous rollouts of some kind or another that could have involved some things such as instructional materials adoption.

11:47

I want you to think about that and perhaps put some of your thoughts into the chat as we answer these three questions. Regarding the previous rollout, that you're thinking of were all three factors, effective practices, effective implementation, and enabling contexts, were all three of those factors from the formula present?

12:11

If they weren't, which one was missing?

12:16

And if they were, what was the key factor of the success or the improved outcome?

12:25

Sophia, are there any thoughts that you wanted to add to this as the participants and audience of today's webinar are considering the answers to these questions?

12:37

No, thank you for asking. Just considering those factors, what has been really successful for you, and what might have been missing?

13:03

So should we, shall we go on?

13:09

I think we're going to give them a minute, and it looks like they're posting some answers, either in the question box.

13:17

OK, good. So it looks like in the area of effective implementation, better structures for monitoring, yes, definitely, absolutely. Do we have data in our districts that actually monitor implementation, too? So in other words, implementation data on the work. So not just fidelity or outcome data, but implementation data.

13:41

We have another for effective implementation as a response.

13:45

Enabling context and part of the implementation piece, so that leadership structure is missing. So we really know that key leadership at both the building and district levels are really the linchpin of successful implementation. So you're absolutely right. That's something we see fairly often.

14:03

Collaboration was a key factor in success. So great, that’s a great one.

14:09

I love hearing that we spend, both in R7CC and in my other work as part of implementation, that the key is building collaborative leadership and teams.

14:23

Enabling context was missing because we needed instructional coaching and training of administrators. Exactly.

14:31

Training to implement properly is another one.

14:36

Enabling contexts and feedback is one. Another for enabling context. Exactly. So this idea of collaboration and teaming is going to be really big.

14:44

And we're going to actually talk about how important that actually is here in a minute. Follow-up support and professional development. So, great, these are all excellent, excellent, responses, and certainly consistent with what we see.

14:59

So, another question that's come up, in the, in the chat is, Collaboration is very important to implementation science, so what role does higher education play?

15:09

And that's a great conversation, or a great question. At higher education, what we, especially if we work closely with, say, or they are part of either a regional in service center, consortia, partnerships with districts, what we'd like to say is how do we incorporate representatives from higher education or partners, particularly, you know, when we're talking about pre service teachers or and, and, you know, ongoing training and helping to retain teachers, right? That's a big topic right now for our country. So how what we'd like to say is as much as possible, what role could those from higher education play on our teaming structures? So that they could become a part of that ongoing training and professional learning.

16:07

A part of supporting data collection and in particularly in terms of the fidelity with which we implement practices and programs. So, what types of relationships that we can build so that higher education becomes pivotal parts of our teaming structures.

16:32

Then, so, another one, in large districts considering the diverse needs of teachers, and that is so true. It's not just their needs in terms of what they need for professional learning and coaching to get better at their craft. But also, in terms of thinking that through an equitable lens, how do we build relationships, how do we pay attention to things like culturally responsive coaching and professionally, culturally responsive, professional learning for the adults as well?

17:07

Alright, so Ruth, we're going to go into the intentional selection of evidence based programs, particularly for literacy as one tool.

17:18

Exactly. So, as we think about traveling down this implementation science journey, down that road, what tools could be used to address these factors as we think about implementing this formula?

17:34

So, let's go onto the next slide, and are some things that the state of Florida and the districts within Florida can think about so that they would get involved in an intentional selection. So, Rebecca, are there any thoughts regarding the intentional selection in Florida?

17:56

Absolutely, as we move along through the implementation of the B.E.S.T. standards, and we’re looking at instructional materials adoption.

18:07

Against that backdrop, we've also just had changes to our K 12 Comprehensive Evidence-Based Reading Plan. Which last year, and going forward requires that intervention and instructional materials be evidence based.

18:24

And that the decisions for what's being used be based on decision trees within the reading plan, and that they be tied to the needs of students. And again, we're always working towards building that solid tier one instruction, because where we have that solid tier one instruction, we'll have fewer students who need tier two and tier three interventions.

19:00

OK, well thank you so much Rebecca. So those are some practical applications and the use of the hexagon tool as we move forward.

19:09

And as we think about systemic change, things that we have to keep in mind regarding to perspective and efforts toward implementation science, that there are certain things we do have to put into place and perspectives and efforts that we have to have in order to make sure that implementation has the outcome that we hope for. So we have here representative of two different systems: systemic change.

19:40

And as we look at the one on the left, we see we have an existing system.

19:46

The system is considering evidence based practices.

19:50

And, if we look at effective practices are changed to fit the system.

20:04

But if we start with the other perspective, in mind, first, with effective practices as an intentional input, in making decisions on how we go forth with our efforts, we end up with an existing system that’s changed to support the effective use of that practice, or in the practice. So, of those two systemic changes, the question is, which one would be implemented with fidelity?

20:35

Which one would get the outcome that we would hope for? And so Sophia, could you give us a little bit of an answer to that question?

20:44

Typically, we see our systems doing what's on the left, right, so you're absolutely right, Ruth.

20:52

What happens is, when we bring in those effective practices to an existing system, and aren't intentional about that systemic change that we need, you're right, it's not going to be implemented with fidelity. And what we know if it's not implemented with fidelity, or what some people might call integrity, or, implemented as, we know, it should be, based on what we learned from the research, we're not going to get the outcomes that we anticipate.

21:21

And that's really, most often, when folks say, didn't work, we need to go find something else.

21:27

When, in fact, it might have just been, we didn't do what was on the right, which is what is the existing system need?

21:37

What changes might we need to make in our current system to implement this practice, these instructional materials, this program, well? What are we going to need to do?

21:51

And we plan that upfront. And we plan it upfront, and continually test to see if our planning is working and we're getting the practices in place.

22:04

So you're right, Ruth. It wouldn't be implemented, certainly, with fidelity, if we kept putting things in the existing system without consideration for the changes that need to be made.

22:16

OK, thank you, Sophia.

22:18

So as we look at our factors, three factors with the outcome that we would hope for, then effective practice is really the first factor, and it does relate to the evidence based practice selection. So that selection is very, very important, portion of that effective practice factor.

22:38

So, if we're changing the systems in order to more effectively implement best practices, then we need to know where the best practices are and what the best practices are.

22:53

What we're going to look at now are things regarding ideal selection. And when it comes to selection, there are several considerations, and there are three sets of them that we're going to look at.

23:05

The first one deals with the use of data. And it correlates with the needs domain, of the needs of a target population. The second aspect is going to be the best evidence. Looking for the best evidence to address the need. And then the last would be the assessment. Assessing the fit, the readiness, or usability, and the capacity.

23:31

So in the first consideration, we'll look at need. Using the data to identify the needs of the target population. So, what data do you use to identify the needs of your students and communities? Here, we have an example, three different schools.

23:50

The district, first, school in that district, Champion elementary school. They have looked at data, and identified a target population they really want to hone in on and identified grade two, tier three students in particular. So, they did use set of data.

24:07

But now, to go to the next level. How are we going to know what specific need each of those students in tier 3 grade 2 target population will need?

24:19

What data evidence will be used? Is there a sufficient amount of data evidence? And, of course, within a district, there are many different schools.

24:29

In this particular district, besides Champion Elementary, there's Tremendous elementary school, an Impressive elementary school.

24:36

Each one has identified, based on their data, their local data, what their target population priorities would be. And each one of them would have to look at a wide variety of qualitative and quantitative data evidence to identify the specific needs for each of those target populations.

24:56

As we look at the second consideration for selection, we're moving on to best evidence, and so best evidence would be the next category.

25:11

And as we think of best evidence, we will have to decide where to begin looking for research based information, sources that have evidence, that something has been implemented effectively.

25:26

And so we can look at What Works Clearinghouse website. We can look at the evidence for ESSA website and others, such as the National Center for Intensive Interventions, NCII. And then a variety of different research resources, such as the IES Practice Guides, and several other sources as well.

25:51

The third consideration, we would look at then involves assessing fit, readiness, or usability and capacity.

26:04

So as we go on, you can recognize each of those domains that we had mentioned. Need, evidence, fit, capacity, usability, and supports. What you see here is actually a graphic of the hexagon tool and the different domains within it.

26:23

It was developed for use in implementation informed assessments. It was reviewed and edited by the racial and ethnic Equity and Inclusion team and it's for use by organizations and communities.

26:37

It is research based and it has two indicator sets.

26:44

What you see on the left, in blue, on the hexagon tool graphic is implementation site indicators which would include capacity, fit, and need.

26:55

And of course on the right-hand side, we have the green program indicators which include evidence, supports and usability.

27:07

So as we move on we have to think how are we going to utilize this hexagon tool for program selection?

27:17

We have to think about teaming. Implementation teams. And as Sophia had mentioned earlier, there are different approaches to implementation, making it happen.

27:28

And all the way on the other end of the continuum would be letting it happen.

27:34

And, of course, unfortunately, a lot of times, letting it happen happens. And we do know from the research of Higgins in 2012 about implementation science that implementation teams is a new lever for organizational change and education.

27:57

Without the use of implementation teams, to stay on focus and to focus on implementation infrastructures, it takes an average of 17 years to achieve full implementation in only about 14% of the sites.

28:16

However, in contrast, on the other end of the continuum, with the implementation team’s support, focusing on implementation infrastructures, we see a very different outcome.

28:32

And we see that 80% sites within three years.

28:44

So the difference of 14 years is really a full career of an entire generation of students. So could you go on, Sophia, to the very next one?

29:09

Sure.

29:11

So as Ruth said, when we're thinking about using the hexagon tool and remember, the hexagon tool is one of the implementation strategies, or tools, or methods that teams use together. This isn't something that one person would go through and do on their own.

29:33

We have that representative team.

29:35

Here's where higher ed partners can be really helpful and you'll see how in different sections of this tool.

29:43

So, as we move through this tool, it is a very structured process of taking us through a series of questions. In order to determine, not only what we need, through our needs assessments, but whether or not, what we're considering, whether it's the high quality instructional materials, with a focus on Tier one curricula, programs, down to the grain size, or granularity of, of particular practices that might be important.

30:20

Or if we're looking at frameworks for implementation, like an MTSS, or a PBIS, or a universal design for learning process, all of those can be run through the hexagon to determine not only is it a good fit for us, but do we have the capacity to do it?

30:42

And is, do we have the supports we need to do it well?

30:47

OK, So when you guys are working on things like Rebecca will talk about this at the end, submitting applications for receiving different either grants or funding sources or supports for different practices or interventions, going through this tool with your literacy teams or with some type of leadership team, will really help frame, and answer the questions you might need to submit.

31:23

OK, so I just want to put that in a little, immediate, practical use.

31:27

As we go through each section of the tool over here, let me take you back here for a minute. As we go through each section, you'll see that each section, and hopefully you've had a chance to either print it out or put it on another screen, because that'll be really helpful as we move through the different components.

31:47

Each section has a series of questions to help answer or frame your thinking, or frame the thinking of the team. The questions are based on what we know from the research. We need to know about the implementation of a program or practice. What we need to know about us as the implementing site. And what we know makes effective practices to begin with.

32:16

So, we go through that series of questions, and, then at the end, we give it a rating, a 1 through 5 rating score.

32:24

Now, the rating score.

32:26

In terms of the numbers themselves, don't associate with a total score. We were very intentional about not putting a total score, at the end of the tool, OK? The ratings just give us a basis for the team to have conversations about the strength of the different components.

32:52

And the strength of the different components can then be considered, in terms of what do we need to do at the district level, or at the school level, to either beef up, or support, or add to, our considerations for this practice. So we can move into implementation in a very mindful and intentional way.

33:17

Or the ratings can be used to compare two programs or practices.

33:22

Perhaps we're having difficulty choosing between several Tier two or Tier three interventions, and I can look across the different ratings and compare the different ratings. So this one might have better evidence than another or this one might be a better fit for our needs than another or perhaps one intervention comes with more support from the purveyor.

33:47

And or perhaps we have more capacity to do one over the other. So, again, it's not a total score that we're looking for.

33:56

It's a way to rank each of the elements so that we can move forward with implementation in mindful and intentional ways to be more successful, or to help us pick and choose.

34:09

So, as you saw that there are six components that Ruth mentioned, evidence supports usability, which are the program, indicators, and then capacity, fit, and need.

34:22

So I'm going to put up a poll.

34:25

In your experience, tell me which factors do districts consider most?

34:33

What do you consider most frequently?

34:36

Either in your experience, or what you've seen when you're considering the selection of, let me try again. Try that again.

34:53

There we go.

34:54

What do you consider most frequently when selecting a practice or instructional materials?

35:03

So we'll start with the poll, and then if you have a thought as to why, feel free to put that in the chat.

35:40

Great. It looks like our responses are slowing down a bit, and I'll give it another second.

35:53

OK.

35:57

So, it looks like you guys had really considered, or have seen evidence in, in your work, that districts do, indeed, look to need. Followed, it looks like, followed by fits.

36:14

Exactly, and we have a comment in the Chat around that, really looking for something that meshes with the existing materials. Right? We're really hesitant sometimes to give up our babies, our things that, that we're really attached here, right? So, does this fit with our existing materials? Funding. Right. So, that would go under our capacity, do we have the money to do it? Right.

36:40

So, sometimes funding plays a huge role, and what chosen to implement what we choose to implement. Sometimes it is the path of least resistance. Right? What's, what's quick and easy? Exactly. Do we have the capacity in terms of resources or technology? Absolutely.

36:58

So, looking at that, but what we do find that plays out in the research is you're exactly right, we do a lot of consideration of need. In fact, districts do a whole lot of needs assessments across various areas.

37:13

And typically, we know what the needs are going to be for our kiddos. There’s generally not many surprises where that goes.

37:24

So we do typically find need as being a big issue and we don't spend as much time thinking we might need this but can we do it well, right? Do we have the capacity to do it well?

37:40

Do we have the supports we need to make it happen? Those are harder things to spend time thinking about, right?

37:48

As a behavior specialist, I would often tell, tell my teams, that I would work with, if I put in a behavior intervention, I could make a beautiful plan for you, right?

37:59

I could make the steps and bring you the, the best and brightest practice. But if you can't don't have the capacity or can't, or we're not providing you adequate supports, the students aren't going to get the benefit of that program or practice or intervention, right! So it's not going to do us any good.

38:20

So we need to have honest conversations in the team about, not just, do we need this but are we going to be able to do it, and do it well, and what is that going to take?

38:31

And going through the hexagon tool is really going to help us to figure out what those pieces are.

38:39

Another piece I really want to call your attention to when you're looking at the hexagon tool, is that we've been very intentional about centering equity in every component of the hexagon tool.

38:58

We want to make sure that you look through that hexagon tool with a race equity lens. And to do that we might need to do things like fully and actively engage the focused population, community partners, teacher representatives, and so on.

39:22

So that we get a really good sense of not just need, but fit.

39:28

Is this a fit with our values? Is this a fit with what we know to work for our students, our beliefs, in this case, around literacy?

39:38

So, really paying attention to having the right people at the table on your team to help answer the questions.

39:45

We also need to have a team member, or two, that can really be knowledgeable about the diversity, equity, and inclusion, concepts and challenges that your districts are being faced with, so that we can push, right?

40:00

We can ask some of those hard questions so that we can ensure that we're meeting the literacy needs of all of our students. From ELL students, to students with disabilities, to students of all races and cultures, to really make sure that we can evaluate a program or practice with that lens in mind to ensure we're meeting outcomes for all.

40:27

It also means that we're going to desegregate all data, and we're going to be strategic about how we disaggregate that.

40:34

So, not just race, ethnicity, disability status, we might disaggregate data and look at, especially when we're looking at capacity or supports, the amount of teachers I have, the amount of teachers, are we looking at the amount of teachers I have that have literacy certifications or experience with literacy instruction. Right? Do we not have all new teachers? And likewise, do we not have all experienced teachers? Do we have a mix because sometimes our new teachers right out of university, bring us some of those great new strategies that we need to all be learning?

41:09

So really think about how we're looking at data and centering that equity question.

41:15

So as you go through the hexagon and have been looking at it, you will see a particular focus throughout the questioning on those concepts.

41:28

So what we're going to do now is go through a case study.

41:34

So you also had that as a handout.

41:39

It was called, Using the Hexagon Tool.

41:44

That was literally just printed out from the slides to make it easier for you to reference between the case study that we'll be working through, and the hexagon tool itself. So having both documents in front of you will be helpful as we move through the case study.

42:03

We'll say this caveat, anytime, and I'm sure you've had this experience as well working with your literacy teams are working in your districts.

42:12

Anytime we do a case study, there's never the amount of data we need and, and we often have a lot more questions right than we have answers.

42:21

So we're going to do our best to work through with the data that we have.

42:25

Just so that you can get a feel for what using the hexagon tool with a team might look like and sound like as you're picking your materials or picking your interventions or picking core instructional curriculum, OK?

42:40

So oftentimes we find that districts rank all over the place, right? So I could take, as I take you, through this case study. This, this is a made up district, actually of several districts. Not Florida it’s not included here. This is one in the north-east, in another state we work in, again, across several districts, just really pulling public data.

43:07

I say that to say when we go through this you'll see that as we answer the hexagon tool questions and rank it, there's no right answer.

43:16

And the reason why there's no right answer is because different teams prioritize different elements and even different questions within those elements, right? So we'll take you through how the team decided. I'm going to give you a chance to answer the components through the polls. We'll get through as many as we can. We’ll at least try a few.

43:41

And, again, there's no right or wrong answer. I just want to take you through the experience.

43:47

One question you might have with your teams, though, as you're using this, is, what, what are priorities and values for your team?

43:56

In other words, we often find that teams say, OK, we're going to prioritize and value. Like, the equity questions are really going to drive some of our responses or our rankings.

44:05

And oftentimes, as you now, it’s hard to find programs or practices that really have a good social justice, right, or culturally responsive lens. So that might rank a program lower.

44:18

We might say, you know what? We're really going to prioritize fit.

44:22

So, fit might make our answer higher or lower, you know, as we rank the different components. So just so keep that in mind and we're just going to go through the practice scenario.

44:35

So, as Ruth told you, the ideal process when we're selecting something for use in our classrooms is to start with that needs assessment.

44:46

What do we need?

44:49

And when we look at need, we're going to look across, not just enrollment, but race, ethnicity data.

45:00

And again, you have this exact same chart in your handout of the case study.

45:05

We're going to look across things like income, demographics. Of course, we're going to look at student outcome data.

45:13

We're also going to look at things that might be contributing factors, so things like attendance, chronic absenteeism, what might in this case study, we were looking at, graduation rates.

45:27

So, I'll just give you a minute to peruse just some of that basic data on your case study.

45:45

Then we started with this team, or what we typically do is start with a team to dive into a comprehensive needs assessment.

45:55

Different states have different requirements for comprehensive needs assessments.

46:00

In fact, I'm working with another state who was working very hard to align what they ask of their regions and districts along needs assessments across multiple offices and multiple grant opportunities. So not just money being sent down, or in support of districts for ESSA, but different CARES act, what they call grant opportunities, or NGOs, and so on. So, we're in this big project of really looking at how do we consistently ask for or prompt for looking at the needs of our districts in an equitable way. So, ways that are not always ways that we consistently look at data.

46:45

So, in this district, in our pretend district, we're going to say that the needs assessment revealed we had declining literacy scores for two years.

46:55

That students in Grades 6 through 8 were of significant concern. So, this is a middle school group that we were looking at and we were not really seeing improvements in our middle school kiddos.

47:07

And that, as many of us have concerns around our students with disabilities, and our black males were at significant risk.

47:15

And we defined that significant risk by this particular state's indicator of risk, which was actually three times more likely.

47:28

States can have different definitions of what significant risk is comprised of than, than federal standards.

47:35

So, in this case, they had three times more likely. Understanding that even one type more likely, is not acceptable, but in looking at their data.

47:45

Some other things we found in our needs assessment is that the state had adopted new standards, and that we did then a root cause analysis.

47:54

So, why were we getting some of the data that we're seeing around student outcomes?

48:00

And the team said, you know what? At the middle school level, we do not have systematic explicit instruction.

48:07

We were doing all of our instruction of reading in the content areas, but not at different times and as needed, looking at that systematic, explicit instruction as defined in the research. We had no consistent recommendations from the state, for programs, or our regional partners in these districts for programs, or practices for middle grade readers that were two or more years behind. A lot of the work and emphasis at, both the state and region levels were spent on our elementary schools. But we didn't have an accelerated learning program or practice for our middle readers.

48:46

When we really did a deep dive, we talked about, know what, or we did these error analyzes, vocabulary, inferencing, and summarizing were identified as needing interventions, particularly for our students with disabilities.

49:01

And we know that when we're talking about influencing and summarizing all of the skills that go into those, right? Middle grade and high school teachers were consistently not provided the professional learning they needed for literacy instruction on the science of reading or explicit reading instruction.

49:18

Right?

49:18

We were doing all of that work in the elementary grades, and, as you see, again, the coaching efforts, so, where our districts and states had provided funding for coaching was prioritized at the elementary grades for literacy.

49:32

Again, none of these are wrong things, right?

49:34

They're consistent, but now we have an issue where we have middle kiddos, right, that are really still struggling with reading.

49:45

So, the state implementation team in partnership with the district, so, we had a state implementation team, much like Florida does, they have state implementation team that helps support the work of districts and regions and school, decided to evaluate a few programs in partnership with. So this wasn't for state pushed down, but to help support their districts. So, they, in partnership with their districts and this is a made up literacy program of actually two different ones, so this is not one we're promoting or not promoting totally made up. So, they've decided to evaluate Journey to New Horizons, and they were implementing that with districts. And you see districts in The TZ, that's districts in our Transformation Zone. That means those districts that are selected by a region or a state for intensive support and help. So that's why they were in this district particularly supporting them.

50:44

I'll give you just a second to read about that program.

51:14

OK, you'll notice a couple of key words there.

51:18

One of the priorities that this team was looking for was blended learning.

51:26

In this case particularly in this time of Covid, I know that is something I know that's increasingly becoming a consideration.

51:36

So I'll call your attention to that.

51:40

And they were also looking for the flexibility of whole group, small group, the flexibility of the back and forth between whole group and small group. So that was another attractive component for them.

51:55

All right, so here we go. So, pulling up the hexagon tool, look first at the evidence section.

52:05

When the team researched or looked for evidence, you’ll see in your case study that they went to the What Works Clearinghouse, first, and identified nine studies in What Works Clearinghouse.

52:23

Three of those met their group design standards without reservations, six with reservations.

52:34

And you'll see the demographics of the adolescent readers were similar to that of the district.

52:44

So What Works Clearinghouse considered the extent of evidence to be medium to large for at least four of those outcomes. You will see comprehension, general literacy, fluency, and alphabetics. On the Evidence for ESSA sites, the program was considered strong or the highest ESSA rating.

53:11

So I'll give you a second to look on your Hexagon Tool document, and just quickly peruse through the questions based on what we now know they discovered around evidence of this particular program.

53:39

If I were doing with this a team, we would have a conversation about those questions.

53:45

As we took the team through the questions, if there was any information that we didn't have or needed more of, we would make that as an action item list and go back.

53:59

Get the information that we need, and then come back to the team in order to do the rankings. Right. Ideally with teams.

54:09

Ideally, with teams, what we do is, is try to make sure that we have preempted that back and forth, right. So we send out to the questions first and collect the information needed. Sometimes we divide and conquer that as a team so that we make sure we have the evidence and justification, we need for our rankings. So I'm going to launch a poll. Go ahead and take a look at the rubric on the hexagon tool.

54:35

And think to yourself, if you were part of this team, what might you rank the evidence for this particular program, based on the information that, that, you have? So I'm going to launch the poll.

54:55

And, again, no right answer.

55:49

Getting a few more votes coming in.

55:58

All right, I'm going to keep us rolling, so let's close this poll for now, and share the results.

56:06

There you go.

56:08

So most of you ranked this as having evidence, right, moderate evidence, or the number four.

56:17

Followed by some evidence.

56:21

Then a few ranked it as high evidence.

56:26

This team ranked it as high or strong evidence. Again, no right answer. It really depends on what sites you're prioritizing, whether it's What Works Clearinghouse, evidence for ESSA, or so on, like how we prioritize.

56:47

Excellent question. I love this question. Was the evidence supporting practices within the program, or the program in totality? That's a great question. For this, they were evaluating evidence of the program in its totality.

57:03

In other words, the What Works Clearinghouse evidence for ESSA, in particular, if I'm looking at a program, I'm first looking for evidence that has been done on the package, right, on the whole program.

57:19

Otherwise, I coach my teams to say, if we don't have that evidence, so I always first look for the whole packaging and in the whole, right?

57:28

If we don't have that, then I coach my teams through, OK, if I don't have evidence for the program, is it evidence informed, meaning do the supporting practices within the program?

57:44

So I try to help them distinguish between the evidence for the program and whether it's evidence informed, meaning, the practices, embedded those supporting practices that you're talking about, have strong evidence in and of themselves.

57:57

Great, great question.

58:01

All right, so let's try another one.

58:04

We're going to go to supports, OK?

58:09

We're going to go to the supports structure. So go to that in your hexagon tool. In the tool that you have, I don't believe it's the very next one so you might have to look through the document.

58:24

There are certain ones we wanted to be sure we covered for the purposes of this webinar.

58:32

Now, when we talk about supports, we're talking about now, because this is a program indicator.

58:41

So when we're talking about supports, the questions that you find in there are going to be related to those supports offered, either by the purveyor, right, by the publisher, or what supports are provided by my state entity or by a regional entity, by a higher ed agency?

59:07

In other words, what supports can I as a district or a school receive, OK? So, that's an important distinction from the capacity one.

59:18

So this one is about what supports are offered by the purveyor, not just in the practices or programs, but also in things like, how is data supported in this program? How is coaching supported in this program?

59:34

So, I'll give you a minute. This is where you're going to look at the case study under supports.

59:40

It's also on the slide. When the team went back, they discovered that information in support of the program. So, I'll give you a second just to look at that.

1:00:33

Now, go to the support section of your hexagon tool.

1:00:42

Thinking about the supports that we discovered were offered, I'm going to put up a poll and we'll rank.

1:00:54

What do you think was the level of support offered for this particular program?

1:01:04

I'll give you a minute to look, and then I'll launch the poll.

1:01:12

Good question. The cost of training was 500 per teacher, not per trainer, in this particular one.

1:01:25

OK, so I'm going to go ahead and launch the poll around supports.

1:02:04

OK.

1:02:07

Oh, it looks like our responses are slowing down. So, to keep us moving I'm going to go ahead and close the poll.

1:02:13

Share the result.

1:02:16

Let me recap.

1:02:18

And it looks like many of you thought it was either a force, supported, or somewhat supported.

1:02:26

Second.

1:02:28

And this team did rank it as somewhat supported, right? So, it was, did offer some supports from the purveyor. What wasn't offered from the purveyor was filled in with supports from, from the state.

1:02:45

Great.

1:02:45

So, I'm going to take us back, all right.

1:02:50

So, the next one, we're not going to do the poll for this one is around usability.

1:02:57

The team would follow the same process and go through usability, in terms of the questions and what they've learned about it.

1:03:08

What I want to call your attention to for this item is that what we are looking for is the extent to which the program, the materials, the practices embedded within are clearly defined, well operationalized.

1:03:29

And into, what are the teacher behaviors that are measurable and observable?

1:03:37

What are those fidelity assessments that go with it?

1:03:42

What is modifiable, in other words, what can we put some contextual spin on? But what is really are non-negotiable?

1:03:49

So, do they have those types of definitions within the program or practice? You can see from the case study, some of the things that we were looking for. It did have beliefs and principles.

1:04:04

They did identify some core components and explicit lesson plans.

1:04:07

They did not have a great fidelity assessment. They had one but it was really complex, so the team wasn't sure that it was, that it was doable, that they could use it. There was limited information on adaptations for special populations and beyond, also to different contexts.

1:04:29

The key idea here is, you know, we might say that the information, because remember, this is a program indicator, that right now, the program itself doesn't provide us the information to be usable.

1:04:45

Depending on your team, right?

1:04:48

Depending on your team, um, you might say, you know what? That's not a reason to not select this.

1:04:55

What that means is, for us, as a team, we need to help make it more usable, right? And we do that through things like the development of what we call, practice profiles, or, you might have heard of innovation configuration maps or developing a blueprint or some explicit, explicit lessons from a district or regional entity for a particular program.

1:05:18

So, again, usability speaks to how well defined, concrete and explicit is this program spelled out so that teachers can actually make it happen.

1:05:29

So we won't do, we won't do the poll for that one, looking at time.

1:05:35

I really want to get you through, so we also talk about need. But I really wanted to take a look at fit.

1:05:44

When we talk about fit, when we're assessing the programs or practices. We're looking at the, the level of fit among different layers, right, or priorities.

1:06:00

First, we're looking at how well does this fit with the other things we have going on, right, with our existing initiatives.

1:06:12

So if I, for example, am selecting a tier two or tier three practice, does this fit well?

1:06:21

Is it aligned to the programs that we have in core instruction?

1:06:28

And can I articulate that to my teachers and can I articulate that to my interventionists?

1:06:34

We are also looking at whether or not this is a fit with our values and beliefs.

1:06:41

So how do we, what are our values and beliefs around literacy instruction, right? What do we say we need to have in literacy instruction?

1:06:52

And does it fit that?

1:06:55

I will throw in this one. Does it fit priorities, right? So, what are the strategic plans, goals, priorities of either the state, the district, the school? And does it align or match to those priorities identified?

1:07:12

I will say this, though, when we're talking about equity, sometimes a team might want to pick something that doesn't fit, OK?

1:07:25

We say that to say, if we are getting certain results, in particular, disproportionate outcomes for certain populations of students, right?

1:07:37

Perhaps, I need to pick something that doesn't fit, right? That doesn't align with the status quo, or what we're doing, because I'm not getting the results I need.

1:07:50

So, by that, I mean, for example, let's say I have a core instructional program.

1:07:57

And we know in MTSS, our core instructional program should be supporting about 80% of our students across the board. All students. Doesn't mean 80% of our students that are our gen ed students. It means 80% of all students, including all races, ethnicities, and disabilities.

1:08:16

Let's say, my core instructional literacy program is only getting us about 60%, so I can, then, that generally leads districts to say, oh, I need more interventions.

1:08:28

What it might say is, you know what?

1:08:29

Maybe I need to go back and look at my core instructional programs and I'm going to make sure I'm going to prioritize the fit with our values and beliefs that all students will be successful.

1:08:41

But it might not fit with some other reading programs we have going on because I need to pick one now that has more of a social justice or cultural responsive lens.

1:08:50

Do the kids in our stories look like the kids in our classrooms?

1:08:53

Those kinds of things.

1:08:55

So be really careful about that question of fit.

1:08:58

And who, and what are we fitting for, right? Are we not centering, whiteness? Are we not centering status quo, but really centering equity in that conversation around fit?

1:09:10

So I wanted to take just a quick moment to really emphasize that.

1:09:15

And then let's do one last poll around capacity. Because we talked in the beginning about how capacity, whoops. Jumped ahead too fast. I can pick the best program in the world that meets all the other indicators.

1:09:34

But if I can't do it, if I don't have the capacity in my school or district to do it, kids aren't going to get access to that wonderful thing.

1:09:44

So capacity is an important indicator to look at.

1:09:47

It's really about looking at the required staffing, but not just staff, our administrative practices outlined.

1:09:55

Many of you mentioned before that one of the concerns you had about earlier implementation of programs or practices was around the administrator training.

1:10:04

So, do I have the administrative practices that I need and supports, right? But also, data, do I have the capacity to analyze the data I need to know my programs and practices are successful?

1:10:18

So, looking at your case study, if you find that capacity section, which should be the last section in your case study.

1:10:27

You also have, on the screen what they discovered, what the team discovered in their capacity, answering their capacity questions. So I'll give you a minute to look at that.

1:10:58

OK, Now if you are taking this through your team.

1:11:08

Oh, here we go.

1:11:10

There’s the capacity to implement poll.

1:11:15

How might you rank the capacity of your team, if this were your team, to implement this practice?

1:11:53

OK?

1:12:07

OK, I'm going to go ahead and close the poll.

1:12:12

So, you ranked exactly, and we'll see in a minute, exactly how our team ranked it. There was some capacity to implement this practice. What taking us through the capacity question does is tell us, not just can we do it, but if we go ahead and launch, right? If this is what we're going to pick, we're really committed to this, what is the capacity we need and we need to plan for intentionally to make this happen?

1:12:41

So, we really want to make sure we're planning carefully. So, like we said, the team did rank this as having some capacity.

1:12:50

So I hope this gave you at least a little picture of how you might take a team as a district leader, through a process of selection. Remembering, that you want this team to really be multi-disciplinary, to have some experts inequity, to have some needs experts in addition to literacy. So I really want to take you hope that gave you a quick picture of what that looks like.

1:13:18

So Ruth, what are the benefits of engaging in our hexagon process?

1:13:23

Well, thank you, Sophia, for sharing all of that opportunity for us to reflect and become familiar with the Hexagon tool. And there are at least four different benefits that are listed here. It's important to engage leadership in decision making discussions, and to also have local buy in. And local determination of readiness for implementing a particular program. And, of course, a lot of the buy in and the readiness determination is going to be based on the communication opportunities that the Hexagon tool actually will provide.

1:14:00

And then data use to inform the decisions and support the infrastructures. So those are at least four of the benefits of engaging in a hexagon process. But as we look at the hexagon process itself, it's important to keep in mind that there are three different stages in its use.

1:14:22

We would have to look at what we would do before we would engage in using the hexagon tool because there are some preparations that need to take place. So that during the conversations and decision making that we engage in during the use of the hexagon tool we would be fully prepped for. And then there is the after stage of the hexagon tool.

1:14:49

So, before the prior use of the hexagon tool, there's prep tasks during the use of the hexagon tool we can review and rate. Evaluate based on our discussions. And then afterwards, involve ourselves in tasks to communicate and develop an implementation tool based on our decisions.

1:15:14

And so, as we think about the different uses of the hexagon tool, it's important to know that it's not just for selecting something that currently is not in place, selecting something new.

1:15:28

We can look at what we're currently using and evaluate whether we should remove it and use the hexagon tool to determine whether we should remove it. To reconsider the practices, were the programs that we’re already using. Or to use the hexagon tools to decide on identifying ways how we can improve. Which practices are programs could benefit from additional supports.  Thank you Sophia, we really appreciate your expertise and sharing this great hexagon tool and realizing that there are so many different uses. And I'd like you to share with the folks the NIRN website and what NIRN stands for and what kind of resources they could expect to find and locate besides the hexagon tool on the NIRN website.

1:16:27

Thank you, Ruth. So, you will see two links. Additionally, the links will be sent to you, but you will have access to the PowerPoint, and the links will be there as well.

1:16:40

The first link that you'll see is just a link to overall information on implementation science and the different tools that we offer. Just to fill in some of that and, and pique your interest hopefully. The second link is the one that you'll really want to pay attention to. As you're going through some of the, the work that you're doing in your districts around selecting, you have a link to interactive lesson one which is the hexagon tool itself. So it contains the information that you have in this webinar but goes a little deeper than we're able to do in this session. Could help answer some questions for you. There are additional resources and so on. So you definitely have access to that.

1:17:30

So with that, I can stop showing my screen, I believe. There we go, like I said some of the links are going into the chat.

1:17:41

I will, I believe, stop showing my screen, so that Rebecca can have a few minutes at the end to answer some questions, and, um, share information.

1:18:05

Rebecca, you're muted.

1:18:08

Thank you so much.

1:18:11

I will, again, thank you in a way that other people can actually hear. Thank you so much for the presentation, and thank you so much for walking us through that information.

1:18:22

There are so many decision points coming out regarding not only instructional materials, but those materials used in intervention for K 12, the summer reading camp materials.

1:18:35

So there will be ample opportunities for us to use the hexagon tool as we're going through our sharing.

1:18:57

If you could, can you see my screen, Shannon, and if you’ll let me know?

1:19:03

Yes, ma'am.

1:19:04

Perfect, OK.

1:19:06

So, I did want to go through, I know the biggest change and the change that we're going to get the most questions about, and one that I hope that we can address during an additional webinar in February, are those changes regarding the K 12 plan.

1:19:23

The rule governing the K 12 plan has just recently changed. Recently on January 13th. And the rule itself is going to go into effect, we think February 16th. So we've gone ahead and shared the template with you. And I'm just going to sort of go through those places within the template that this decision making process, in this selection of materials, is going to become important. And I know there are a lot of questions regarding the data and the goals at the beginning. We’re getting guidance together on that. So I do ask for your patience as we're going through and know that we'll be trying to do one in short order to fully address all the changes.

1:20:15

So I'm going to the template.

1:20:19

Right now, the one that's available is PDF. We’ll be sending one that can be filled out. A Word doc to our district reading contact shortly.

1:20:32

And the place where we really begin seeing the need for evidence based materials is on page nine.

1:20:42

When we're talking about summer reading camp, so under that nine B, regarding summer reading camp materials, you'll be asked to describe the plan and include a description of the evidence based instructional materials that will be utilized. Again, that evidence basis we're looking at the top three within ESSA. We’re looking at, strong, moderate, and promising.

1:21:06

And as you're going through those we would hope that you would use the hexagon tool to make sure that these are the ones that are the, the best fit or most likely to make you successful as a practice for your students in summer reading camp.

1:21:31

Then within the decision trees, at each point you'll see that it's asking for the materials showing that there's strong evidence, moderate evidence or promising evidence. Demonstrates rationale is not a possibility here. So it has been one of those three tiers. I know we're getting a lot of questions as well about the effect size. The effect size is not a requirement for the K 12 plan. I would definitely recommend districts look at effect size. If you're going to be taking that instructional time and changing your teachers, you do want something that's producing an impact, but there is no requirement specifically within the K 12 plan. The only current requirement regarding effect size is for the CARES funded, high quality reading curriculum RFA.

1:22:29

So, that's the only place that you're going to see, right now, that point to our effect size requirement within the K 12 evidence plan. It’s just that it be strong, moderate, or promising.

1:22:45

And so for each one, we've set up the decision trees, as we did last year, to mirror the RTI process. Right? So it has the tiers.

1:22:56

Tier one, that's your core instruction.

1:23:00

Tier two interventions.

1:23:03

Again, you'll be showing how you identified and solved problems to improve the effectiveness. A lot of those questions are questions that you would come up with as you were using the hexagon tool to sort of go through each of those practices or programs that you'll be using.

1:23:25

Then, again, you're explaining how it's supported by evidence, and the same thing with tier three.

1:23:34

With Tier three materials, it's set up in very much the same way as it is with Tier two.

1:23:48

OK, someone has asked about ESSA evidence. Asking if a textbook has as an ESSA rating or do the practices have an ESSA rating or both?

1:24:00

And the practice can have ESSA rating.

1:24:05

A book itself, or, a program or practice can be given an ESSA rating.

1:24:11

Essentially, the evidence is based on studies that have been done.

1:24:18

And the nature of those studies determines the evidence bases, right?

1:24:24

And we can send out, again, our handy dandy cheat sheets. These are the ESSA rubric that lays out what each of those levels looks like in terms of the study on which the evidence is based.

1:24:46

Yes. Someone is asking if I can clarify how the Tier three students will be determined in grades 6 through 12. It is clearly outlined in elementary, and so it is. Within the new rules, there's three criteria that should be looked at to see if a student has a substantial deficiency in reading, and those would be students who would need to receive tier three interventions. And that's part of what we'll go over when we go over the plan.

1:25:23

There is a question then, if textbooks without ESSA evidence or that demonstrate a rationale will not be adopted by the state, by districts?

1:25:33

The State reviewers, and we touched on this last time, but the State reviewers were given the ESSA rubric to, to go through. And, again, part of that's the ESSA Rubric itself is federal. So as they're going through those requirements, that's what they're looking at.

1:26:08

OK, the question was with brand new materials, how do you get an ESSA rating?

1:26:14

And that's one thing that we've been dealing a lot with the HQRC, the high quality reading curriculum RFA. If that practice, if that program is based on a practice, and that evidence has a practice, then it would take on the ESSA rating of the practice that being used. But you have to be able to demonstrate that that practice is inherently used and used according to the way it has been in the studies, for it to have that ESSA rating.

1:26:55

OK, so the question is, are students who are required to tier intervention support considered to have a reading deficiency? We did not see this wording in the new rule.

1:27:10

The way it's set up is there's a reading deficiency and then a substantial reading deficiency. That substantial reign deficiency are those students who are receiving tier three interventions. Those students for the reading deficiency would be receiving tier two interventions.

1:27:37

Yes, I will definitely send out the cheat sheet.

1:27:43

The cheat sheet with the ESSA evidence so you know what you're looking for.

1:27:51

I also encourage you to re watch, I believe it's on our webpage now, but re watch the webinar that was given by Laurie Lee, where she lays that out.

1:28:03

Because, within that, she also talks about some signal words that can help you identify what kind of study it is, if you're not able to immediately find that ESSA rating.

1:28:19

Thank you so much for your time, I'm making sure that I've answered most of the questions.

1:28:26

And, of course, if I have missed any, we can answer those through follow up e-mail.

1:28:52

OK, I am getting a fair number of questions about reading course codes, and that's something that we certainly want to address. That's part of what we want to address in that second February one. Some of these I can touch on.

1:29:07

And some will have to wait for the hybrid between the K 12 plan and the reading course codes.

1:29:24

OK, in secondary what's happened is, instead of sort of a generic reading course, we have literature courses that mirror the progression of the Standards. And they act as scaffolds. We have them laid out, I believe world literature is one. There are a few others that are meant to be scaffolded.

1:29:47

So, we have intensive reading for those students with a substantial deficiency in reading, and then the others are built as scaffolds to help students with what they're learning within their ELA course, as well, within their English.

1:30:15

Yes, we are. One thing that we're doing is moving to grade level reading courses for a variety of reasons.

1:30:24

One is that we're finding that in many LMS it's difficult for them to assign specific, either progress monitoring or end of year assessments, because of the difference where the incidence of reading is, it's one course code, and it's either for all three years in middle school, or all four years of high school. So, we have gone grade specific also, with the hope of scaffolding to grade level.

1:31:10

Yes, we will be sending out the document. The K 12 plan as a Word doc to our district contacts.

1:31:22

I'm hoping, someone has asked when they can anticipate the Just Read, Florida! webinar and the K 12 plan. I'm hoping the first part of February.

1:31:35

So hopefully within the next 2 to 3 weeks.

1:31:43

The current courses that we're talking about, that will be implemented for next year are in CPALMS.

1:31:53

And you can find them.

1:31:58

Let me see.

1:32:06

Just a moment.

1:32:17

I'm going to that now. Oh, I know we've run over time. I know many of you have to go, and you probably have a hard stop.

1:32:25

We will try and get this information to you, but as you're going over the course descriptions on CPALMS, you would go to course, course descriptions and as you select the courses it will tell you.

1:32:49

If I were to select a specific.

1:32:55

At the top, when you’ve selected, it tells you what year. So intensive range is the first time we're doing grade level specific. So it starts 2021 and beyond.

1:33:19

Yes, we’re currently looking, someone's asked, are we looking at the certifications of the courses? Yes. We're definitely currently doing that.

1:33:31

Yes. A scaffolded course can be used as a tier two intervention.

1:33:36

And no, they would not specifically need a reading endorsed teacher.

1:33:42

The requirement that students using Tier two interventions in high school that they be taught by a reading endorsed teacher be put into an intensive reading course, all of that was repealed in 2015. So now the placement decisions are left up to the K 12 plan.

1:34:06

Left up to the district through the K 12 plan.

1:34:12

OK, well, and again, you're quite welcome. We can address the rest of these, and we know that these are urgent questions to get answered, so we will try and do a second webinar within Florida.

1:34:25

So, please pay close attention to your e-mail, and we'll be sending something out as soon as we can.

1:34:34

Thank you, and, again, I always appreciate your time.

1:34:38

Now, have a lovely day, and thank you to Ruth and Sophia.

RE-GENERATE TRANSCRIPTSAVE EDITS