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Examining K-6 Teachers' Stages of Concerns Related to Implementation of i-Ready

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This is to certify that the doctoral study by

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has been found to be complete and satisfactory in all respects,
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Walden University
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MSEd, Walden University, 2009

BA, Alfred University, 2006

AS, Empire State College, 2004

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

Low reading proficiency rates have been observed throughout the United States including a rural school in southwestern New York State. Although the Outstanding School District (pseudonym) purchased i-Ready, an adaptive diagnostic and instructional program, only 35% of students in Grades 3 through 8 demonstrated proficiency in reading in 2018. The problem is that i-Ready has not been implemented as intended. The purpose of this case study was to investigate teachers' concerns related to implementation and use of i-Ready. The guiding research questions examined the teacher's most common concerns and challenges faced during implementation. The Concerns-Based Adoption Model served as the theoretical framework, specifically using the Stages of Concern dimension to discover feelings and perceptions of teachers. Purposeful, criterion-based sampling methods were applied resulting in 8 teachers being selected. Quantitative data were collected using the Stages of Concern Questionnaire. Analysis included converting raw scores to percentile scores, plotting each, and visually representing the findings. The results will provide information needed to make decisions about the use of the program, the challenges encountered in implementation, if professional development is needed, or if the program should be discontinued. Data analysis indicates concerns primarily in the "self" category indicative of limited use of i-Ready and challenges during implementation include limited time and information necessary about how to effectively use the program. The implications for social change include the potential of adding to existing literature on effective innovation implementation and further developing the knowledge base on effective reading interventions, which will lead to enhanced academic success and the ability of students to become productive members in their communities and societies.

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Dedication

I dedicate this dissertation to many individuals in my life who have provided unwavering support and encouragement. To my husband, Shannon; my children, Shaun, Cara and Kaylyn; my granddaughter, Addyson; and the rest of my extended family – thank you for your patience and understanding over the past several years. I love you, all.

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I would like to acknowledge Dr. Maxine Fisher, my doctoral chair, and Dr. Crissie Jamison, my committee member. Your words of encouragement and guidance were instrumental in my completing this doctoral journey. In addition, I would like to recognize Dr. Bonita Wilcox, URR committee member. Finally, I would like to thank those who participated in the study for their time. My successful completion of the doctoral program would not be possible without any of you.

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Section 1: The Problem

The Local Problem

The Nation's Report Card, presented by the National Assessment of Education Progress (NAEP), conveyed that fourth and eighth grade students throughout the nation continue to demonstrate low levels of reading proficiency (NAEP, 2015). Results from standardized reading assessments given across New York State (NYS) in the spring of 2018 demonstrated similar results (New York State Education Department, 2018a) including those for the Outstanding School District, a small, rural public school located in the southwestern region of the state (New York State Education Department, 2018b).

Although there has been a slight increase in proficiency rates since the first administration of the NAEP reading assessment in 1992 to the 2015 administration for students in Grade 4 from 29% to 46% and in Grade 8 from 29% to 34% (National Center for Education Statistics, 2017), the number of students who continue to struggle with reading remains relatively high. The New York State Education Department (NYSED) has reported improvement over the past 3 years for students in Grades 3 through 8 with proficiency levels of 37.9% in 2016 (NYSED, 2016a), 39.8% in 2017, and 45.2% in 2018 (NYSED, 2018a). Consistently scoring below the state average, the Outstanding School District had 32% of students in Grades 3 through 8 score at a proficient level in 2016 (NYSED, 2016b), 28% in 2017, and 35% in 2018 (NYSED, 2018b).

The ongoing crisis of limited reading proficiency should be of significant concern to the nation. During formal schooling years, students who have diminished fundamental

skills in reading are likely to be negatively influenced by shortfalls in oral language, are less likely to be academically engaged, may be at a higher risk of dropping out of school, and for those who do graduate, the probability of continuing into higher education is limited (Child Trends DataBank, 2015; National Center for Public Education, 2015). Long-term implications include an inability to read signs and medical/health information or complete job applications (Hoss, 2016). The ability to read influences academic success, prosperity, and the general well-being of individuals.

Significant emphasis is placed on achieving reading proficiency by the end of third grade (Workman, 2014; The Annie E. Casey Foundation, 2013, 2014). It is at this point when students enter fourth grade that basic reading skills need to be mastered, allowing for the development of more advanced skills that are required for the complex task of reading informational texts (Workman, 2014). Reading is "…commonly defined as the ability to read and interpret meaning from varied texts" (Connors-Tadros, 2014, p. 2). Without foundational reading skills, the shift from learning to read to reading to learn is difficult for many students.

To support the literacy development of students in kindergarten through sixth grade, staff at the Outstanding School District examined several reading intervention programs, ultimately purchasing the i-Ready Adaptive Diagnostic and Instructional software program in 2014 to be used as a Tier 2 intervention beginning in the 2014 to 2015 school year. The primary goal of the i-Ready reading program is to use adaptive instructional technology to identify gaps and determine student needs. The diagnostic

assessment analyzes several core skill areas in reading including phonological awareness, phonics, high frequency words, comprehension, and vocabulary and is adaptive which allows individual students' needs to be clearly identified. Upon completion of the diagnostic, the i-Ready program provides an online instructional plan that is individualized for each student which includes explicit instruction and immediate feedback. Instructional reports are available, making constant monitoring of progress possible (Curriculum Associates, 2015a).

Although the i-Ready online lessons can be used in alternative settings, such as a center based activity, one of the primary goals in bringing this resource into the district was to provide another option for a Tier 2 reading intervention given that the diagnostics provided an in-depth report that included areas of deficiencies for individual students. This tier, established through the Outstanding School District's Academic Intervention Service (AIS) Plan for kindergarten through sixth-grade students, is composed of a small group of four to eight students who receive differentiated instruction daily during an established 30-minute intervention block.

Research has indicated that reading deficiencies can be remediated using computer assisted instruction (CAI); however, teacher's acceptance and implementation of an innovation have been shown to have an influence on its effectiveness (Hall, Dirksen & George, 2006). The incitement of this study was to examine teachers' Stages of Concern (SoC) regarding the implementation of the i-Ready program as an intervention by English Language Arts (ELA) teachers in grades kindergarten through sixth grade.

The goal was to develop an understanding of teachers' concerns and challenges as they engage with the process of implementing the new intervention program, i-Ready.

Definition of the Problem

Low reading proficiency rates have been observed throughout the United States including those for students in a rural school in the southwestern region of NYS. Although administration at the Outstanding School District approved the purchase of i-Ready, an adaptive diagnostic and instructional program, only 35% of students in Grades 3 through 8 demonstrated proficiency in reading in 2018. The problem is that the i-Ready program has not been implemented as intended. By examining teachers' concerns, barriers to effective implementation were revealed.

Through dialogue with the former principal, it was shared that i-Ready was being used as an activity for students who were being excluded from extra classroom activities for inappropriate classroom behavior or not completing classwork (D. Race, personal communication, April 7, 2017). This suggested that the i-Ready program was not being implemented as a learning tool to support struggling readers as was envisioned. In addition, if students were required to complete i-Ready lessons as a form of punishment, it is likely that they were not putting forth their best effort which may negatively influence student performance as indicated on their i-Ready data reports (Curriculum Associates, 2017). Furthermore, students may begin to see the i-Ready program as a punishment and not a learning tool. This type of use may be a sign that the i-Ready program is not being used with the target population of students who may be at risk of

not achieving grade level standards; rather, it was being used to provide a consequence for students who display inappropriate behaviors.

The most recent i-Ready diagnostic assessment, administered in June 2018, indicated that a markedly high percentage of students continued to be deficient in reading skills. From this data, it is observed that five in seven grade levels had 50% or more of the students scoring below grade level on overall reading skills. For the two grade levels showing slightly better results, only 68% of students in kindergarten and 59% of students in Grade 2 are reading at grade level (Curriculum Associates, 2018).

A review of the 2017 to 2018 school year usage logs for the i-Ready program shows inconsistent student use. Looking at time on task for kindergarten through sixth grade, it was observed that total time on task varied. For the 2017 to 2018 school year, four in seven grade levels averaged less than 1,000 minutes use of the program. (Curriculum Associates, 2018). There is the potential to use the program for 30 minutes daily for 150 days, totaling a possible 4,500 minutes for the school year. The observed time on instructional task with the program is far from what it could be. This was an indication that teachers are not implementing the i-Ready program as intended.

Effective use of technology by educators as a means of improving reading skills is an area where additional research is needed (Jones, 2016). With noted gaps in usage, it is apparent that the i-Ready program was not being used as frequently as would be needed to satisfy the time element of a Tier 2 intervention. This suggested that despite teachers participating in professional development (PD) pertaining to implementing the i-Ready

program and time being made available for students to use the online instructional component of i-Ready during the daily intervention block, there was limited use of the program by teachers. It was crucial to develop an understanding of teachers' concerns about and challenges encountered during the implementation of the program. Equally important was comprehending and attending to the extent of implementation, a part of educational research that is at times overlooked (Hall et al., 2006). Without a thorough understanding of what has been done or not, an action plan for improvement, if warranted, would have been difficult to devise.

Rationale

There are a plethora of reading intervention programs and strategies available to teachers that allow individualized instruction for struggling readers, one being CAI. For administrators at the Outstanding School District, it was imperative to have a thorough understanding of the teachers' concerns and perceptions related to the implementation and use of the i-Ready program to make an informed decision regarding its worthiness as a reading intervention. Innovations in the field of education, defined as the implementation of new or improved ideas, knowledge, and practices, should include the use of technology to improve teaching and learning (Organisation for Economic Co-operation and Development, 2016). It is not enough to simply use technology; the implementation of any innovation necessitates evaluation of it (Organisation for Economic Co-operation and Development, 2016). Examining teachers' SoC allowed

information to be obtained regarding current behaviors and clarification that the program is or is not being used as a reading intervention as it was intended.

The spring 2018 administration of the NYS ELA test for the Outstanding School District, a small, rural public school revealed that students in Grades 3 through 6 are not demonstrating an acceptable proficiency rate. The NYSED has defined levels of performance through the creation of a rating scale with four distinct levels. Students performing at a Level 1 are presumed to be well below a proficient level, indicating a deficient amount of the knowledge and skills that are expected for their grade level. Individuals who achieve a Level 2 are deemed to be partially proficient in expected grade level standards, with underdeveloped knowledge and skills (NYSED, 2018c).

Table 1 contains data on the percentage of students at each grade scoring at a level categorized as below proficiency on the standardized state assessment in the spring of 2018 (NYSED, 2018b). For three of four grade levels included in this data set, 50% or more of the students scored at a level that is categorized as below proficiency, third grade doing slightly better than the other grades with only 47% achieving proficiency.

Table 1

Percentage of Students in Grades 3 Through 6 Scoring at a Level Below the Proficiency Rate on the 2018 New York State English Language Arts Test

Grade	Percentage of students scoring at a Level 1	Percentage of students scoring at a Level 2
3	15	32
4	19	37
5	43	30
6	10	45

Because a high percentage of students in Grades 3 through 6 did not score at a proficient reading level on the NYS standardized assessment, there is a need to provide students with some form of reading intervention.

Teachers in the Outstanding School District have access to the i-Ready program that was purchased with the intent that it would be used as a Tier 2 reading intervention for students in kindergarten through sixth grade. The master schedule includes a 90-minute ELA block for students in kindergarten through Grade 1 and a 60-minute ELA block for students in second through sixth grades. In addition to the regular classroom ELA instruction time, all students are provided an additional 30 minutes daily in which they are to receive supplemental, differentiated ELA instruction. For students who are at risk of not achieving grade level standards, this time is an AIS period. Students are to receive instruction that is data-driven and focused on the areas in which students have demonstrated weaknesses. The i-Ready program functions as that instructional tool with the potential for struggling readers to receive online instruction using the i-Ready program. Curriculum Associates (2015b) recommends that students spend a total of 45 minutes per week using the online instruction. Currently for the district, teachers can use the i-Ready online lessons for approximately 4,500 minutes during the school year: 30 minutes per day, 5 days per week, for 30 weeks during the school year as established by the district AIS plan. Table 2 contains data obtained from the i-Ready instructional report that provides the actual time students were engaged with the

program at each grade level, kindergarten through Grade 6, during the 2017 to 2018 school year. Looking at the time on task data, there is not one grade that used the i-Ready program for the 4,500 minutes available. Although it was observed that the time on task for kindergarten was the greatest with the program used 42% of the 4,500 minutes, followed by 29% for Grade 2, and 23% for Grade 1, all other grade levels used the program less than 10% of the 4,500 minutes available. No grade used the program for a duration that would be optimal for effective results.

Table 2

Number of Minutes of i-Ready Instructional Time During the 2017 to 2018 School Year

Grade	Overall time on instructional task (minutes) for the 2017 to 2018 school year
K	1909
1	1065
2	1329
3	392
4	252
5	113
6	168

An online diagnostic assessment is given to students three times each year using the i-Ready program. The adaptive assessment provides an overall analysis of the skills that are critical for reading success (Curriculum Associates, 2015a). A report available regarding performance on this assessment provides educators insight into how students scored with regards to the grade level expectations. This assessment is closely aligned to the grade level standards established and assessed by NYS (Curriculum Associates,

2015c). Table 3 contains data from the end of the year diagnostic given in May 2018. Examining these data, it was revealed that most students performed below grade level on the end of the year diagnostic. Kindergarten and second grade had slightly better results than their peers. Data for Grades 1, 3, 4, 5, and 6 conveys that at least half of the students at each grade level were at a level below what is thought to be proficient.

Table 3

Percentage of Kindergarten Through Grade 6 Students Scoring Below Level on Overall Reading on the End of the Year Diagnostic, May 2018

Grade	Percentage of students below level overall reading
K	32
1	67
2	41
3	50
4	67
5	87
6	65

These data coincide with the results of the NYS standardized test with a large percentage of the students not performing at a level that will allow them to achieve grade level standards. With the negative consequences of low reading proficiency for students during their formal years of schooling and beyond, these data are concerning. The local need to evaluate the teachers' concerns about the implementation and use of the i-Ready program, specifically the online instructional component that could be used to provide individualized instruction to support the development of reading skills, is necessary. To date, there has not been an analysis of the extent that teachers are currently using the i-Ready program as a Tier 2 reading intervention. Conversations among general and

special educators, the Title I Reading teacher, school psychologist, and administrators at data team meetings have included a continued apprehension about students' reading abilities and a lack of improvement for students currently receiving a Tier 2 reading intervention. Concerns about the effectiveness of existing reading interventions were also expressed by members of the district level RtI team including the superintendent, principal, school counselor, teachers, and intervention providers. Conducting this study provided educational leaders the information needed to, if deemed necessary, create differentiated PD based on the current SoC of teachers and mentorship leading to more effective implementation and use of the i-Ready program as a Tier 2 reading intervention. As part of this study, I created a 3-day PD plan that can be used by the district.

Definition of Terms

Computer assisted instruction (CAI): The use of computer technologies to provide programmed instruction that is individualized. Instruction may be presented in various formats including photographs, videos, animation, speech, and music (Nazimuddin, 2014).

i-Ready Adaptive Diagnostic Assessment: The i-Ready Adaptive Diagnostic Assessment is a computer-based assessment that can be administered up to three times per year to measure performance in five domains of reading: phonological awareness, phonics, high frequency words, vocabulary, and comprehension. Being adaptive, the assessment adjusts to determine an exact instructional level (Curriculum Associates, 2015a).

i-Ready Online Instruction: The i-Ready online instructional modules are established based on the results of the diagnostic assessment and provide explicit instruction incorporating real world scenarios and providing immediate, corrective feedback for individual students (Curriculum Associates, 2015a).

Stages of Concern (SoC): A component of the Concerns-Based Adoption Model (CBAM) that identifies concerns, perceptions, and attitudes of individuals during innovation implementation (American Institutes for Research, 2010).

Response to Intervention (RtI): A multi-tier approach to identifying and supporting the learning and behavior needs of students (National Center for Learning Disabilities, Inc., 2017).

Tier 1: The level that students demonstrate the skills needed to maintain academic achievement. These students have met all district established benchmark criteria and have obtained a score above the designated cut off for AIS established by NYS (Scio Central School, 2016).

Tier 2: Students are at risk of not achieving grade level standards established by NYS, are inconsistent in demonstrating expectations of grade level material, have failed to meet two of the benchmark criteria established by the district, and/or have obtained a Level 2 proficiency rate on the NYS standardized assessment in ELA (Scio Central School, 2016).

Tier 3: Students are at a high risk of not achieving grade level standards established by NYS, have not met at least two of the benchmark criteria established by

the district, have obtained a Level 1 proficiency rate on the NYS standardized assessment in ELA, and have not responded to a Tier 2 intervention (Scio Central School, 2016).

Significance of the Study

This nonexperimental, one-time survey research study was completed for the purpose of "…gathering opinions, beliefs, or perceptions about a current issue…" (Lodico, Spaulding & Voegtle, 2010, p. 207). This was accomplished through an examination of teachers' concerns and challenges. At a local level, the findings were significant as they brought to light a gap in knowledge and understanding of teacher's implementation and use of an innovation, the i-Ready program, as a Tier 2 reading intervention. The findings will provide insight for the leaders at the district to make educationally sound decisions regarding the i-Ready program as a Tier 2 intervention.

As this researcher serves as the Prekindergarten through Grade 12 principal of the district, the outcomes of the study are significant as the findings provide an awareness of the concerns of teachers that may be influencing the implementation and use of the adopted innovation, the i-Ready program. Examining teachers' concerns may bring about social development and change in the effective use of educational technologies to support achievement in reading. Results may assist in deciding upon the next course of action for the district. Upon completion of the study, the PD plan created can be executed leading to more frequent and effective use of i -Ready and improved academic achievement. This may, in turn, result in improved reading interventions that will lead to increased reading

proficiency rates, a decrease in the number of students requiring AIS, and improved scores on standardized assessments.

Viewing the potential positive social change of my study through a more global lens, the findings are substantial. A potential benefit to educators and scholar-practitioners is that my study adds to existing literature on innovation implementation. Once the decision has been made to adopt, or use, an innovation, implementation and use of that innovation becomes the critical focal point. The implications for positive social change include knowledge useful for educators, school districts, and policy makers to, by understanding the SoC of users, evaluate the implementation of CAI, specifically the i-Ready program.

Considering previously noted low proficiency reading levels depicted in scores at a national level with 46% of Grade 4 students and 34% of Grade 8 students demonstrating proficiency (NCES, 2017) and the NYS level with a combined proficiency rate for students in Grades 3 through 8 at 45.2% (NYSED, 2018d), it is crucial that educators be knowledgeable of research based strategies, programs, and innovation implementation processes to improve reading skills. By enriching student reading proficiency rates through effective interventions, students are likely to become better readers that will increase their abilities and academic success and allow them to become prolific citizens and community members. Students who are proficient readers are more likely to graduate and continue into higher education leading to a better financial future

and are better equipped to perform routine tasks such as reading the newspaper, using a map, or contribute to society by voting (Duchouquette, Loschert & Barth, 2014).

Research Questions

My study is supported by the theoretical framework of the CBAM. CBAM consists of three diagnostic dimensions – Innovation Configuration (IC), SoC, and Levels of Use (LoU) – that when used together, individually, or in some combination, allow an assessment of users' concerns and overall innovation implementation. Through an examination of the SoC, the perceptions and emotions of teachers, and any challenges they encountered, related to implementation of i-Ready were examined, allowing a definition of the SoC of each teacher (Hall et al., 2006). This information will guide administration in making decisions related to improving implementation and use of the i-Ready program, possibly through the completion of the PD plan development as part of this study.

The research questions for this study are:

RQ1: What are the most common Stages of Concern of K-6 English Language Arts teachers with respect to using the i-Ready online lessons as a Tier 2 reading intervention?

RQ2: What challenges did K-6 English Language Arts teachers face when implementing the i-Ready online lessons as a Tier 2 reading intervention?

Review of the Literature

To locate the most current literature, I conducted multiple searches. The Walden University online library was used including the educational database sources of Academic Search Complete, Education Source, ERIC, and Primary Search, as well as the multidisciplinary databases including Science Direct, SAGE Journals, Taylor & Francis Online, and ProQuest Central. In addition, the doctoral resource of ProQuest Dissertations & Theses Global, and internet searches of Google and Google Scholar served as search engines. Key terms and phrases consisting of the following were included in the search: *computer assisted instruction, computer aided instruction, computer-based instruction, reading instruction, reading interventions, Concerns-Based Adoption Model, innovation implementation,* and *Stages of Concern.*

From the previously mentioned databases, I selected full text scholarly articles that were peer reviewed and published from 2014 to 2018. Summary information of all suitable articles including the author, date of publication, theoretical/conceptual framework, research questions, methodology, analysis/results, conclusions, and implications for both future research and practice was recorded in a word document/table format.

In this literature review, I examine the literature that explains the CBAM and the general topic of CAI. In addition, I reviewed literature on specific formats where CAI was used including blended learning, tier reading interventions, computer assisted

reading interventions, the i-Ready program, and teacher training and motivation of innovation implementation.

Theoretical Framework

The CBAM served as the conceptual framework for this study. CBAM, considered a process model, provides tools and techniques to assist in evaluating the degree that individuals have adopted, or decided to use, an innovation, typically looking for fidelity of implementation (Hall, Wallace & Dossett, 1973). Established to examine the response of teachers to curricular or instructional changes imposed upon them, the CBAM can be used to anticipate and delineate the attitudes and behaviors that teachers are likely to exhibit throughout the learning process (Anderson, 2014).

Hall et al. (1973) conveyed that there are three systems – resource, user, and collaborative adoption – that are involved in the process of making decisions about innovation adoption. The resource system is comprised of individuals who have a high level of knowledge about the innovation and work with the user, providing them with resources and information required to become familiar with and be independent practitioners of the innovation. When working together, the resource and user systems make up the collaborative adoption system with the goal of the resource and user systems working in partnership to analyze the needs, concerns, and current use of the innovation understanding that as a process, change is highly individualized and involves growth in the individual users' feelings and skills (Hall et al., 1973; Anderson, 2014).

The CBAM is frequently used during implementation of an innovation and consists of three dimensions: SoC, LoU, and IC (Hall et al., 1973; Hall & Hord, 2011). Based on an awareness that those implementing an innovation are critical contributors to its success, the SoC element seeks to develop an understanding of the perceptions, attitudes, and feelings of individuals directly responsible for implementation. LoUs provide a comprehensive understanding of who is using the innovation and the extent that it is used with fidelity. ICs are concept maps that provide a clear and concise description of the innovation and what successful implementation would look like with a focus on the key components and possible variations that would allow the same desired outcome (Hall & Hord, 2011; American Institutes for Research, 2010).

The CBAM theory was appropriate as the framework for this study because it helped to gain an understanding of the teachers' SoC as they relate to the implementation of the i-Ready program. Hall et al. (2006) stated that, "Only by understanding concerns and addressing those concerns can they assess the extent of implementation and/or guide teachers successfully through the change process" (p. 11). The SoC, therefore, was a critical data element and examining it through this study, guidance and information will become available for district leaders to use in future decisions about further PD and/or continuation of the i-Ready program. The framework informed the research questions as the types of data collected when examining a user's SoC are explanatory and focus on the individual user (Newhouse, 2001). In the SoC, the experiences of the individuals are categorized into seven "Stages" (Table 4) that theoretically progress as exposure to, and

the innovation increases from, "…little or no concern, to personal or self-concerns, to concerns about the task of adopting the innovation, and finally to concerns about the impact of the innovation" (Hall et al., 2006, p. 8).

Table 4

The Stages of Concern About an Innovation

Stage	Definition
Stage 0: Unconcerned	with limited exposure to innovation, little or limited concern indicated by an individual for the innovation
Stage 1: Informational	the individual at this stage indicated general awareness of innovation and exhibit interest to learn more about it, but the individual seemed to be little worried about innovation
Stage 2: Personal	the individual at this stage shows uncertainty about demand of innovation and concerned about how to meet innovation demands and role played by him/her with the innovation
Stage 3: Management	at this stage, the individual focuses his/her attention toward process and task of using the innovation and how to efficiently use available information and resources
Stage 4: Consequences	the individual at this stage concerns about the impact of innovation on his/her work and immediate sphere of influence
Stage 5: Collaboration	at this stage, the individual concerns move towards coordination and cooperation with others regarding use of innovation in his/her work
Stage 6: Refocusing	this is the final stage at which the individual focus on applying innovation to a broader scale, including overhauling the existing innovation or completely replacing the existing innovation with a new innovation

Note: Adapted from "Measuring implementation in schools: The stages of concern questionnaire" by A. A. George, G. E. Hall, and S. M. Stiegelbauer, SEDL, p. 8.

Using the Stages of Concern Questionnaire (SoCQ) in their study, Bullard, Rutledge, and Kohler-Evans (2017) examined the effectiveness of PD provided to both pre- and in-service teachers. Teachers were surveyed prior to and after the professional learning opportunities, looking specifically at the change in the percentage of teachers scoring in Stages 0 – 4 on the SoCQ that signifies a greater amount of reservation about, and concern over, implementation of an innovation. In a similar study, Chaudhary, Warner, and Stofer (2017) also used the SoC component of the CBAM that consisted of evaluating participants' SoC before and after implementation of an online certificate program focused on social marketing and creating a user profile from the data. After implementation of the innovation, changes in the SoC of each person were analyzed. The studies by Bullard et al. (2017) and Chaudhary et al. (2017) were useful as my study progressed as it was determined that the teachers had elevated concerns about implementing and using the i-Ready program. It may be possible to conduct a post-survey to ascertain the effectiveness of any PD.

Hao and Lee (2015) incorporated the CBAM SoCQ into their study of 200 middle school teachers in Taiwan. The purpose of their study was to examine patterns in teachers' concerns related to incorporating Web 2.0 technology into their pedagogy. Finding that teachers had the highest level of concern in the informational stage, Stage 1, and the lowest in Stage 0, the awareness stage, not atypical of early stages of implementation, it was concluded that teachers had more intense concerns about the general characteristics of the innovation than implementation of the innovation. The

authors included in their study that future professional learning opportunities should focus on providing teachers with opportunities to develop a comprehensive understanding of the innovation, the potential impacts of the innovation, and other needed resources such as time, skill, and equipment to support the goal of successfully incorporating the innovation into instructional practices. The Hao and Lee (2015) research is relevant to my study as both used the SoCQ. In addition, the suggestions for PD served as a guide in my study.

Computer Assisted Instruction.

To be able to provide effective instruction to the wide range of ability levels many educators encounter in their classrooms, CAI has become a popular instructional aide. As noted by Nazimuddin (2014), CAI is synonymous with computer-based training, computer assisted learning, web-based instruction, and web-based training. The common theme between each title is that instruction is provided using a computer (Nazimuddin, 2014). Although there are a variety of ways to use computers within the classroom that have been found to be effective in remediating deficiencies in reading skills, this review is narrowed to include studies in which a blended learning format was studied, the instructional practice that would be used with the inclusion of the i-Ready online lessons as a reading intervention.

Blended Learning.

Blended learning is defined as "…any formal education program in which a student learns at least in part through online learning, with some element of student

control over time, place, path, and/or pace" (Maxwell, 2016, para. 1). Instruction in a blended learning classroom incorporates teacher-led and computer- or software-based instructional tools. Blended learning is considered advantageous over more traditional forms of learning and those that use electronic platforms do so due to enhanced competency, cost effectiveness, and the ability to differentiate based on needs of individual students (Rahmani & Khalifesoltani, 2019).

In their experimental, quantitative study on blended learning, Schechter, Macaruso, Kazakoff, and Brooke (2017) found that students in first and second grade made significant gains in reading when they received a combination of teacher-led and technology-based instruction in ELA when compared to students who received only teacher-led instruction. Although all students progressed in the development of reading skills with both groups performing similarly in vocabulary, the treatment group made larger gains in comprehension supporting the use of CAI to improve reading skills (Schecter et al., 2017). Prescott, Bundschuh, Kazakoff, and Macaruso (2017) observed similar positive effects on reading skills in their study examining the effects of blended learning for students in kindergarten through fifth grade. Results showed that after receiving instruction using a blended format of instruction, significant gains were made in all but one grade level. In addition, student growth in the blended learning program served as a predictor of gains on a formal reading assessment. The findings of these studies support the need for investigating CAI when used as a component of a blended learning approach to remediate deficient reading skills.

Putman (2017) investigated the effects of Istation, an adaptive integrated learning system that can be used to provide CAI in all areas of reading including phonemic awareness, alphabetic knowledge, vocabulary, comprehension, and fluency on kindergarten students when used as a supplement to the full curriculum. This mixed methods study was conducted over a 24-week time period for the purpose of examining if regular use of the program improved early literacy achievement and to determine if the program could be considered an acceptable replacement for a more knowledgeable other (MKO) in the classroom. Findings for the effectiveness of Istation were mixed. The authors concluded that Istation effectively replaced the MKO when instruction was focused on early literacy skills including letter sound knowledge, hearing and recording sounds, and writing vocabulary. However, when attempting to improve more complex skills required for reading comprehension, understanding print concepts, and word reading, Istation failed to outperform the classroom teacher. This study supports the use of CAI as a supplement to classroom instruction, a tenet held by a blended learning pedagogical approach.

Tiered Reading Interventions.

An effective core reading instructional program is important to the successful development of proficient reading skills. However, when students fail to demonstrate adequate development of reading skills and proficiency, immediate remediation is imperative. Many schools have taken the RtI approach to addressing deficiencies in reading proficiency. RtI follows a three-tiered process with Tier 1 being the core

instructional program that all students receive, Tier 2 providing instruction focused on specific skill development for students falling below grade level expectations, and Tier 3 intensive instruction for students who are at a high risk of academic failure and not responding to instruction at the Tier 1 and 2 levels (Shapiro, n.d.).

In the study by Baker, Smolkowski, Chaparro, Smith, and Fien (2015), the authors analyzed the performance of first-grade students who received Tier 1 instruction (control group of 819 students) to those who received a Tier 2 intervention in addition to Tier 1 instruction (treatment group of 392 students) for 1 year. Using the SAT10 as a pre- and post-test measure, a significant difference was observed in word study, word reading, sentence reading, and reading comprehension. No significant difference was determined for oral reading fluency. The authors concluded that students in the treatment group may have performed better due to one or more of the following: (1) greater time on task because of an additional 30 minutes of instruction daily, (2) the content and delivery of the intervention was closely aligned to the Tier 1 instruction students received, (3) some interaction of time on task and alignment of the Tier 1 and Tier 2 instruction.

Seeking to evaluate the effects of Tier 2 supplemental reading interventions, Coyne, Oldham, Dougherty, Leonard, Koriakin, Gage, Burns, and Gillis (2018), with support at the state level, examined reading growth of students in kindergarten through Grade 3 following an intervention that was aligned to the RtI, also known as multitiered systems of support (MTSS), framework. There were 318 students from four school districts who were assessed on phonemic awareness, word decoding, and oral reading

fluency measured by the Dynamic Indicators of Early Literacy Skills (DIBELS) and comprehension measured by the Passage Comprehension subtest of the Woodcock Reading Mastery Test Revised - Normative Update. An examination of data across grade levels resulted in the determination that there was a statistically significant impact on phonemic awareness and decoding skills of participants; however, no significant impacts were noted on oral reading fluency and comprehension. Overall, the findings support the efficacy of using an RtI framework to address reading difficulties when used as a component of a tiered instruction and assessment system. The studies by Baker et al. (2015) and Coyne et al. (2018) both demonstrated positive effects of a Tier 2 intervention aligned to the RtI framework, both concepts being a part of my study.

Computer Assisted Reading Intervention Programs.

With the increase in the availability of technology in the classroom to support instructional goals, there has also been an increase in the number of programs designed specifically for reading interventions. There have been numerous studies conducted to examine the effect of various computer-based programs. In this section, I analyze several of them.

Examining the use of a technology-based reading program to provide targeted instruction aligned to the RtI Tier 2 framework, Young (2014) concluded that use of Classworks, a computer-based program, was an effective reading intervention program. Using a quasi-experimental design, the Measures of Academic Progress (MAP) pre- and post-test data of fourth-grade students was examined upon completion of a computer-

based intervention. Significant differences were observed that upholds the effectiveness of the technology-based program to increased reading achievement of struggling students. The findings substantiate the use of CAI as an intervention and supplement of regular classroom instruction; however, it was noted that the full length of the intervention time is crucial to its success. Like Young's study, my study examined the i-Ready program when used as a Tier 2 intervention, a supplement to regular classroom instruction.

Walcott, Marett, and Hessel's (2014) examination of the effects of Earobics, a computer assisted program, on first- and second-grade students who were categorized as inattentive, struggling readers, yielded moderate improvement in students' phonemic awareness and phonics skills supporting the effectiveness of instructional technology as an intervention. Looking specifically at phonemic awareness, oral reading fluency, and attention to task, through an analysis of on task behavior, sound segments produced per minute, and accuracy of words read per minute, the authors concluded that CAI programs may be useful in instances where students display inattentive behaviors coupled with deficient early reading skills. Findings also demonstrated greater time on task during the CAI. This research is relevant to my study as it supports the notion that computer assisted interventions can be an effective way to improve early literacy skills. Alleyne (2016) studied the Read 180 program as an intervention with students in Grades 7 and 8 with mixed results. Findings showed no significant gains in reading proficiency for students who received instruction using the Read 180 program when measured by the Scholastic

Reading Inventory Lexile levels; however, when performance was measured by the Smarter Balance English Language Arts test, a significant improvement in reading proficiency was observed for eighth grade students. Alleyne (2016) recommended that computer assisted reading instruction supplement traditional reading instruction to close the achievement gap for struggling readers and that contextual factors be examined that may influence program use. Both the Walcott et al. (2014) and Alleyne (2016) studies examined a computer assisted reading intervention program, the exact concept of the i-Ready program. Alleyne's study is somewhat different than this study as the students were in Grades 7 and 8 whereas my study focused on kindergarten through sixth grade. The study by Walcott et al. included students in Grades 1 and 2, grades included in the examination in my study. One major component of the Read 180 program is that it uses an adaptive approach to designing intervention, a characteristic of the i-Ready program.

Horne (2017) investigated the effectiveness of Comprehension Booster, a computerized reading comprehension program, for improving the reading accuracy, reading comprehension, and reading rate of participants ranging from six to 12 years of age, measured through pre- and post-test performance on the Neale Analysis of Reading Ability-Revised standardized reading test. Through this randomized controlled trial, the researchers found that after a 6-week intervention there were observed reading accuracy improvements which were greater for participants ranging from six to eight years of age and reading comprehension was greater for participants ranging from nine to 11 years. The reading rate increased for participants in the control group only. It was concluded

that computerized reading intervention programs can be used to address reading difficulties and are promising tools when there are limited resources. Although Horne's study used a different research method than my study, the overall findings are relevant given that it provides additional support for using a computer assisted program to remediate reading skill deficiencies.

O'Callaghan, McIvor, McVeigh, and Rushe (2016) examined the effect of the LexiaCore5 program on the gains of four- to 6-year old students in Ireland primary schools, equivalent to students in prekindergarten and kindergarten in North America, through a randomized controlled trial design. Looking specifically at the early literacy skills of blending, phoneme segmentation, and nonword reading, measured by the Phonological Assessment Battery Second Edition (PhAB-2), it was determined that computer based, early intervention literacy programs such as LexiaCore5 can improve student performance on specific tasks. In the study by O'Callaghan et al., students' phonological skills of blending and nonreading words improved more than their phoneme segmentation skills. Even though the program was effective for most of the participants, it failed to provide remediation for approximately one third of them. This finding upholds the importance of multimodal literacy interventions in which computer assisted interventions are supplemented with interventions led by an adult, a blended learning approach. The LexiaCore5 program is like the i-Ready program as it uses an adaptive process to determine the current skill level of individual students and develops

individualized interventions which students progress through at their own pace, making the study by O'Callaghan et al. (2016) relevant to my study.

Employing a quasi-experimental research design, Schneider, Chambers, Mather, Bauschatz, Bauer, and Doan (2016) studied the effects of the MindPlay Virtual Reading Coach, an online reading instruction program, on reading achievement of 170 second-grade students. The CAI was used to supplement core reading instruction for one group and an analysis of data demonstrated strong effects on fluency and spelling. An analysis of isolated word reading tasks found minimal effects. The authors resolved that the adaptive online instruction provided through CAI was an effective enhancement of classroom instruction. In addition, the duration and intensity of the intervention, level of integration, and support of instructors are important factors to be considered when using CAI as a reading intervention. The implications on future research evidenced by this study include the need for product evaluation, the identification of best instructional practices, and a determination of factors that influence student responsiveness and teacher levels of integration and fidelity. This study provided support for the current study given that the authors note a need to evaluate CAI programs and assess the levels that teachers have implemented them.

Trotti, Hendricks, and Bledsoe (2017) studied the differences in the acquisition of critical literacy skills in prekindergarten students. The mixed methods study provided evidence of significant gains in phonemic awareness and composite literacy; however, no significant differences were observed in letter and vocabulary recognition. This led to an

overall determination that the control group made larger progress than either of the treatment groups which does not support the use of CAI. The authors noted that there may be factors including implementation, technology, and scheduling issues that may have influenced the effectiveness of the computer software programs. It was also conveyed that the age of the students may have influenced the results given at the prekindergarten level students may be more distracted when their peers were participating in activities that differed from their own. As my study includes early elementary age students, consideration should be given to the environment where use of the CAI occurs. The study by Trotti et al. (2017) is relevant to my study as implementation of the i-Ready program is the main focal point.

Studying the effects of the Lexia Strategies for Older Students (Lexia SOS), Regan, Berkeley, Hughes, and Kirby (2014) obtained evidence to support the use of computer assisted instruction when used to provide differentiated interventions, the basis of tiered interventions. Examining the effect of the Lexia SOS program on students in Grade 4 through Grade 6, participants were found to have increased accuracy in their reading fluency. The authors conveyed that at the upper elementary grades, differentiated interventions are critical as the early reading skills become more difficult to address as a result of the general instructional practices at the upper elementary level. The use of CAI to provide differentiation in reading interventions is the basis of the i-Ready online lessons and paramount to my study.

i-Ready.

Developed by Curriculum Associates in 2011, the i-Ready program is a comprehensive solution to reading assessment and instruction. i-Ready provides educators with a valid and reliable diagnostic assessment, applicable to students in kindergarten through Grade 12, and individualized instruction for students in kindergarten through Grade 8 in both online and teacher led formats (Curriculum Associates, 2015). With the program being recently introduced in the field of education, research is limited.

Conducting a quantitative study on the effect of the i-Ready program on reading achievement of elementary students, the District Reform Support Network (2016) found mixed results. Measurements were obtained for grade equivalency on the STAR assessment and the number of words read and quizzes passed using the Accelerated Reader program. Student progress in grade equivalency was better in year 2 of the study with mostly positive results; however, in year 1 results were varied. Growth in words read was positive for all grades in the second year even though they were primarily negative in the first year. Although the findings were mixed, the authors deemed their findings to be encouraging. This conclusion is inconsistent with other research on i-Ready.

Silva (2016) conducted a quantitative study to examine the effects of the i-Ready online program on overall reading achievement of 80 first-grade students. Data analysis indicated that overall reading achievement was better for students who had not received

instruction that incorporated the i-Ready program. No significant difference was found for fluency rates. With similar results, in an evaluation of Tier 2 reading interventions, Jones (2016) compared the effects of direct instruction and two CAI programs, Reading Plus and i-Ready, for 281 students in Grades 1 through 6. The direct instruction method was the only independent variable to have a significant effect on reading ability. The authors concluded that neither of the CAI programs were found to close the achievement gap and asserted that intervention resources should be evaluated for effectiveness and CAI may be more effective when used in conjunction with other forms of instruction. Although CAI was not deemed to be an effective type of intervention, Jones (2016) conveyed that CAI may be beneficial when used in conjunction with other instructional practices.

Reed (2016) conducted a quantitative quasi-experimental, ex-post facto study to assess the effect of the i-Ready program on the reading achievement of students in first through third grades. It was concluded that there were no significant differences in reading achievement between students who used the i-Ready program and those who did not. However, it was noted that there were significant effects in grade level and interaction with first-grade students showing greater improvement than students in second and third grades. Given the mixed results, it was recommended that future research be conducted to further examine the differences in grade levels. The author also suggested that future studies include an analysis of implementation and fidelity and the influences they have on reading achievement. Considering that the i-Ready program is

relatively new, and the existing research has yielded mixed results regarding the effectiveness of the program in remediating deficient reading skills, there is a need to conduct additional research.

Teacher Training for Innovation Implementation

Jackson (2015) conducted a qualitative case study using the LoU framework to examine how secondary teachers integrated educational technology, Interactive White Boards, into their curriculum and instruction. The authors concluded that high quality training was crucial to the development of the ability to use the innovation, attitude toward the innovation, and how well and quickly teachers adopted the innovation. Insufficient training, lack of time, and technical issues were found to be barriers to effective implementation of the educational technology.

The need for PD also emerged from the study conducted by Cardoza and Tunks (2014). Using a case study design, Cardoza and Tunks (2014) investigated the concerns, use, and practices of middle and early high school teachers relating to a bring your own technology (BYOT) innovation. The authors employed all three components of the CBAM– SoC, LoU, and IC. An overall conclusion was made that although the teachers had incorporated technology into their classroom instruction, it was not to the extent or used in the way that school leaders envisioned. In addition, a deficient understanding is noted as a cause of misalignment between expectations and actual innovation implementation.

Consistent with previous research findings on the importance of PD, Wilken's (2015) research concluded that when adopting an educational innovation, leaders must assess concerns to provide tailored PD to move users of the innovation through the process of implementation providing adequate and appropriate structural supports based on assessed needs of the individual users. My examined present SoC and what teachers may believe are barriers to successfully implementing the i-Ready program.

Teacher Motivation to Implement Educational Innovations

Conducting a qualitative study on the relationship between quality PD and teacher motivation to implement new instructional strategies, Markle (2016) surveyed 1,509 teachers of various grade levels. The author examined teachers' perceptions of the quality of PD received, self-reported motivation to implement educational technologies into their instruction, and the specific instructional strategies used by teachers to create personalized, authentic, collaborative, and technology integrated learning. Findings suggest that motivation to implement new instructional practices are influenced by the traits of the PD teachers received and that higher levels of motivation increase the probability of innovation implementation. In addition, the author contends that tailored PD is likely to increase the extent and quality of implementation. Specifically relating to this study, Markle (2016) posited that to improve motivation to implement an innovation, administrators should obtain teachers' views of the innovation, their perceptions of the strengths and weaknesses, and general concerns related to implementation. To obtain this information and augment teacher buy-in for innovation implementation, Markle (2016)

stated that schools may benefit from using the CBAM, the framework chosen for my study.

Examining the knowledge, skills, and motivation required for incorporating iPads into instructional practices, Kim (2014) completed a qualitative case study of 12 teachers in which interviews, classroom observations, and classroom documents served as the data to be analyzed. The author conveyed that there is a relationship between the knowledge, skills, and motivation of teachers that leads to enhanced instruction. Directly linked to my study, findings indicated that motivation to implement the innovation resulted from perceived student engagement, the ability to provide instruction at any time and in any location, the reliability and ease that students were able to access the educational technology, and the benefits to students in the form of preparing them to be digital learners, a trait necessary for success in the 21st century. Motivational factors may be found to be influential when examining the extent of implementation of the i-Ready program in my study as evaluated using the CBAM framework.

Teacher Implementation of Educational Innovation

Studying implementation behaviors, Nadelson and Seifert (2016) used a qualitative research design to examine variables that were related to teachers' comfort levels with integrating STEM into their instructional pedagogy. From the findings, the authors developed a model of behaviors and tendencies which include knowledge seeking, exploring possible opportunities to use an innovation, a sense of responsibility, and embracing change that were indicative of the likelihood that teachers would consider,

adopt, and implement an educational innovation. This model served as the basis for the configuration of PD sessions and is recommended by the authors for planning PD focused on innovation implementation. These findings may be beneficial to my study as it may be determined that additional PD is needed for the i-Ready program to be implemented as it was intended. The behaviors noted by Nadelson and Seifert (2016) guided the creation of the 3-day PD plan.

Lee and Min (2017) conducted a quasi-experiment to examine the relationship between teacher buy-in, considered to be a teacher's attitude and commitment to an educational innovation, in this case a comprehensive school reform effort, and student achievement. The authors speculated that teacher buy-in would have a positive relationship to academic achievement and a lull in use could be enhanced by an increase in teacher's understanding of the purpose and usefulness of the program in the early years of implementation. The data sets in the study were qualitative and obtained from a survey of teachers to gauge buy-in specifically focused on value, commitment to, or beliefs about the innovation and quantitative data comprised of student achievement data in reading, literacy, and mathematics obtained from the Terra Nova assessment for the subjects' grade/performance levels. It was concluded that in all three subject areas, buy-in was negatively related to student achievement at a significant level, a finding in contrast to what the authors hypothesized; the more committed teachers were more likely to have a lower academic achievement rate for students. The explanation provided for this is that continued time and effort is needed for teachers to completely understand the educational

innovation, a process with the early years of implementation being termed an "implementation dip". The authors also concluded that, after several years of implementation of an educational innovation, there was a shift in the association between buy-in and academic achievement, finding that after maturity of the educational innovation there was a significant and positive relationship between buy-in and academic achievement. The conclusions drawn from this study are important to my study in that Lee and Mins' (2017) findings "…underscore just how essential it is that policy makers, educational leaders, and program developers better understand the mechanics, materiality, and nature of how teacher buy-in actually works before making substantive policy decision" (p. 387). In addition, the authors noted that

> in order to guarantee the success of reform programs, educational leaders need to be patient and, more importantly, to provide more effective training and better quality support for their teachers, especially if they are to fully understand the process and buy-in with the program (Lee & Min, 2017, p. 388).

This supports the need to evaluate teachers' concerns about an educational innovation and develop professional learning and growth opportunities based on those concerns and perceptions of the value of the program.

Conducting a systematic review of contemporary research dated January 1990 to April 2013 for the purpose of developing an explanation of teachers' innovative behaviors, Thurlings, Evers, and Vermeulen (2015) concluded that factors influencing innovative behavior can be categorized into two distinct categories. The first includes

self-efficacy, attitudes, and beliefs, all being traits that are indicative of having a positive influence on behavior. The second encompasses colleagues, managers, organizational culture, facilities, and resources, factors that are considered environmental and are necessary for innovative behaviors to emerge due to the need for support, guidance, and feedback during the innovation adoption process. In addition, the authors examined effects of innovative behaviors and surmised that although generally positive in terms of the impact on students, there may be a negative influence as a result of tensions created between teachers. The support one receives during innovation implementation may become a source of conflict between colleagues. The implications of this research may be beneficial to my study in several ways. First, the authors convey that both individual and organizational factors need to be considered when planning for innovation implementation. Teachers need support from administration and their colleagues; therefore, buy-in from most, if not all teachers are critical for successfully implementation. In addition, finding ways for teachers to serve as a resource for each other in a mutually respectful environment is important. In the current study, there will be an examination of teachers' concerns regarding implementation of i-Ready. Gauging concerns may reveal missing components at the individual or organizational level that need to be addressed.

Implications

Through a review of current literature, CAI has proven to be an effective tool when used to remediate deficient reading skills. However, this appraisal has exposed a need for research on the implementation of the i-Ready program and implementation processes overall through an examination of teachers' current SoC. This quantitative study sought to analyze teacher concerns and perceptions pertaining to their implementation, challenges encountered during implementation, and use of the i-Ready program as a Tier 2 reading intervention. "Concerns are an important dimension in working with individuals in a change process" (Hall et al., 2006, p. 7). The practicality of potential findings may assist educators charged with intervention program implementation by providing them with the information needed to assess teachers' concerns with, perceptions about, and challenges faced during the innovation implementation and to develop a plan of action for advancing teachers through the SoC by "…providing affective experiences and cognitive resources" (Hall et al., 2006, p. 9).

Summary

To attain the goal of literacy, schools must use technology to support instruction in a manner that is cautiously and carefully planned, using processes where data informs decision (International Literacy Association, 2016). This study will evaluate teachers' current SoC related to the use of i-Ready, a CAI program, as a Tier 2 reading intervention mechanism. Using the CBAM SoC, a thorough understanding of the perceptions and concerns that teachers have about, and challenges faced with, the adoption and

implementation of the innovation were developed. Gaining insight into their perceptions, concerns, and challenges allowed the acquisition of pertinent information to improve reading interventions for students who may be at risk of not achieving reading proficiency. Anticipated improvements will amplify positive social change. As reading skills improve, so should overall academic achievement and the likelihood of advancing into higher education increases leading to enhanced financial stability for individuals. As reading skills improve, students will become better equipped to be give back to their communities and societies.

In Section 2, I frame the methodology of the study including the specific design and approach, the process of selecting the site and participants, the methods of data collection and analysis, and an explanation of any limitations. In addition, I describe the project that was developed as an outcome of the findings.

In Section 3, I provide a description of the project introduced in Section 2. Within this section, the rationale of the project genre, a review of current literature specific to the type of project, and an evaluation plan are presented. In addition, the social change implications and the importance of the project to local stakeholder groups are addressed.

In Section 4, my reflection will be discussed including the strengths and limitations of the project and recommendations for alternative approaches to defining the problem and potential solutions, sharing knowledge learned about the research process. I conclude Section 4 with a reflective analysis about my personal learning and growth as a scholar, practitioner, and project developer, as well as a discussion of the importance of

the study, the potential effects for positive social change, and recommendations for future research based on the findings.

Section 2: The Methodology

Research Design and Approach

I conducted this case study to discover the concerns and perceptions that teachers had regarding the implementation and use of the i-Ready program as a Tier 2 reading intervention. By developing an understanding of the concerns and perceptions of teachers that are using the program, it was possible to reveal barriers to successful implementation. The case study approach was appropriate for this study as the purpose was to "…examine specific cases in order to gain insight into some broader issue" (Lodico, Spaulding & Voegtle, 2010, p. 163). The case, or bounded system (Lodico et al., 2010; Merriam & Tisdell, 2016), examined were the teachers. The case study design enabled data to be collected that aided in answering the research questions:

RQ1: What are the most common Stages of Concern of K-6 English Language Arts teachers with respect to using the i-Ready online lessons as a Tier 2 reading intervention?

RQ2: What challenges do K-6 English Language Arts teachers face when implementing the i-Ready online lessons as a Tier 2 reading intervention?

To achieve the goal of data collection required of a case study (Creswell, 2012), quantitative data were gathered regarding participants' SoC through an anonymous, online questionnaire.

For my study, a quantitative design was chosen over a qualitative design. Researchers who use a quantitative design that consists of gathering data that are then

processed using numbers are driven by the formulation of a hypothesis or theory to be tested (Lodico et al., 2010). These processes supported the purpose of the study as it is a case study design which sought to gather perceptions about a current issue, the implementation and use of i-Ready (Lodico et al., 2010). Quantitative data will accurately portray the concerns and perceptions of the participants and challenges they encountered specific to the implementation and use of the i-Ready program.

Quantitative research can be classified as experimental, which seeks to determine cause and effect relationships, or nonexperimental conducted to develop characterization of intact groups or resolve the existence of a relationship between variables (Lodico et al., 2010). Experimental research, also known as intervention research, seeks to explain the influence of some type of intervention, using numerical data analysis to compare differences between two groups (Creswell, 2012). As there will be no intervention introduced, experimental research methods were not considered for this study. Nonexperimental, or nonintervention research, can use a correlational or survey approach (Creswell, 2012). The correlation approach is like this study given that there is only one group to be studied. However, this method was not chosen as the design for this study as the goal of correlation research is to examine the degree of association between two or more nonmanipulated variables through statistical procedures (Creswell, 2012). A survey design can be longitudinal, examining trends over time, changes in a subpopulation over time, or changes in the same people over time (Creswell, 2012). As the goal of this study was to examine perceptions and challenges at one point in time, the longitudinal design

was not appropriate. For this study, the issue examined was the SoC, focusing on the perceptions and actions of the users. After carefully reviewing the different approaches, a case study design was deemed to be the best method given the goal is to perform an inquiry into the issue, the opinions, implementation, and challenges related to the implementation of i-Ready program (Creswell, 2012; Lodico et al., 2010) of the ELA teachers in grades kindergarten through sixth grade.

Participants

Several schools in NYS and throughout the nation are using i-Ready. For this study, the site was a one building district that houses all students in prekindergarten through Grade 12. Specifically, the focus was on elementary level grades, kindergarten through Grade 6, within this district. Participants were chosen who are teachers in kindergarten through sixth grade employed during the 2018 to 2019 school year. The reasons this site and participants were selected is because of the ease of access to both participants and data and the relevance of the topic to me. Hull (2017) argued that "backyard research," or research conducted at the site where an individual is employed, should serve as a means of conducting an assessment and evaluation of current practices to improve and advance all members toward achievement of the institutions vision and mission.

Criterion for Selecting Participants

To identify participants for the study, I used purposeful sampling, specifically criterion-based selection. Purposeful, or purposive sampling, is employed when the goal

is to develop an in-depth understanding or awareness of, or decide about, a phenomenon (Merriam & Tisdell, 2016). Criterion sampling involves choosing cases that possess an attribute, reflective of the purpose of the study, from which rich information can be obtained (Merriam & Tisdell, 2016). Eight teachers who meet the following criteria were used as cases for this study:

- General education teacher that provides instruction in ELA to students in kindergarten through sixth grade.
- Responsible for developing reading intervention plans to be used during the daily AIS block.

This selection process resulted in all eight ELA teachers in kindergarten through Grade 6 being included in participant selection and chosen for the study. These teachers are "key informants" as they possess knowledge of the innovation (Lodico et al., 2010). As the goal of the study was to investigate concerns regarding the implementation of the i-Ready program, purposeful sampling is fundamental in selecting participants who fulfilled the set criterion.

As the objective of a case study is to conduct an in-depth exploration that will yield an understanding of some larger issue, multiple forms of data are likely to be collected (Lodico et al., 2010). The vast amount of data that will be obtained from each case decreases the need to include large numbers of cases in the study; a smaller number of cases allows more time to be dedicated to critically analyzing each case (Creswell, 2012). Deciding how many participants to include in a purposeful sample is determined

by the number needed to maximize information and achieve saturation (Merriam & Tisdell, 2016). Given that the study sought to understand the current concerns and practices of all eight ELA teachers using the i-Ready program, inclusion of all teachers in the sample was appropriate.

Procedures for Gaining Access to Participants

The first step in the process was to submit an Institutional Review Board (IRB) application to Walden University for approval to conduct the study addressing all required components of a doctoral study project. In addition, a written request was submitted to the Superintendent and the Board of Education of the Outstanding School District. This letter included the purpose of the study, the time required for data collection, specific data collection procedures, steps that were taken to provide anonymity to the participants, time commitments being asked of the participants, and how the data and results of the study will be used, namely how the findings will benefit the overall educational process and student achievement (Creswell, 2012). Upon approval from Walden University and the district, a meeting was scheduled with the administrative team composed of the Superintendent and Director of Pupil Personnel Services to provide a detailed explanation of the study and review the information provided in the letter to the Superintendent and Board of Education. After obtaining approval from district administration, an email invitation was sent to the participants that included an overview of the study including the expectations of both participants and researcher.

Methods of Establishing a Researcher-Participant Working Relationship

One of the features of quantitative research is that it has value neutrality that implies the researcher is acting in the capacity of a "…neutral, objective scientist" (Frey, 2018, p. 3). As this study was composed of quantitative data gathered through an online, anonymous questionnaire, the personal interaction with the participants was limited to the email that discussed the purpose and goal of the study. Having served in an administrative role in the district for 5 years, I had successfully developed positive working relationships with all teachers included in the study. Through participation in data team meetings with the teachers over the past 5 years, the common goal of improved reading interventions had been mutually established and served as the rationale for the study.

Measures for Ethical Protection of Participants

Research using a case study design requires the researcher to ensure full protection of the participants' rights. Merriam and Tisdell (2016) noted these rights include protection from harm, privacy, informed consent, and full disclosure to remove feelings of deception. Upon receiving approval from both the IRB and district, an email containing the participation invitation letter and consent form was sent to kindergarten through Grade 6 ELA teachers. The informed consent document provided an explanation of the purpose of the study, that participation was completely voluntary, that no rewards would be given for agreement to take part in the study, acknowledgement of any potential risks, that anonymity was to be achieved through the use of an online questionnaire that is

void of identifying information, and that they had the right to withdraw from the study at any time. The informed consent also included the procedures, benefits, and a summary of how the results were to be used.

Data Collection

The research questions sought to establish the current SoC of the teachers related to their use of the i-Ready program and perceived barriers to implementation of the innovation. In addition, it was desired to ascertain what types of PD opportunities could be provided to enhance teachers use of the educational innovation. In a case study design, the understanding of the phenomenon is the primary interest with the case itself serving as a support to develop the understanding (Stake, 1995). In this study, the information shared by the case, the participants, pertaining to their SoC related to use of i-Ready, was the foundation of the analysis of implementation. The data were self-reported, validated measurements that are often used in educational research to evaluate dispositions and traits of individuals (Frey, 2018).

As the study used the SoCQ, it was necessary to obtain permission from the Southwest Educational Development Laboratory (SEDL), the copyright holder of the questionnaire. The required IRB forms were filed prior to the beginning the data collection process. After permission was granted, an invitation to complete the questionnaire was emailed to the participants that included an introduction to the study, the purpose of the survey, and a hyperlink to the survey. Once the data collection period

expired, all responses were retrieved and, given the small number of responses, were hand scored using the scoring guidelines that are included in the SoC manual (2006).

Instrumentation

Data were collected for this project study through an anonymous, online version of the SoCQ. The intent was to find out the teachers' concerns and challenges when implementing and using the i-Ready online lessons as a Tier 2 reading intervention.

Description of the Stages of Concern Questionnaire (SoCQ)

Developed in the 1970s by the Research and Development Center for Teacher Education at the University of Texas, the SoCQ is used to assess the concerns and thoughts of individuals pertaining to newly acquired programs, instructional strategies, or instructional materials. The creators of the SoCQ believed that concerns related to innovation implementation could be defined categorically and concerns logically and progressively changed as individuals became more familiar with an innovation (Hall et al., 2006). An overview of typical expressions of concern adjusted for this study were developed as follows (Hall et al., 2006):

Unconcerned – Stage 0 – I am not concerned about i-Ready.

Self – Stage 1 – I would like to know more about i-Ready.

Self – Stage 2 – How will using i-Ready affect met?

Task – Stage 3 – I seem to be spending all my time preparing materials.

Impact – Stage 4 – How is my use of i-Ready affecting my students.

Impact – Stage 5 – I would like to coordinate my effort with others, to maximize i-Ready's effect.

Impact – Stage 6 – I have some ideas about something that would work even better.

The 35-question, Likert self-rating scale survey, written as SEDL recommends by "…replacing the words *the innovation* with a phrase they will recognize, such as the name of the innovation or initiative" (Hall et al., 2006, p. 25), in this case "innovation" being replaced with "i-Ready", was developed using Google Forms. The 35 questions are comprised of five items for each of the seven SoC included above. For each question (full survey available in Appendix B), participants rated the level for which each was true for them by choosing a number on a 0 to 7 scale: 0 – Irrelevant, 1 – 2 Not true of me now, 3 – 5 Somewhat true of me now, 6 – 7 Very true of me now. High numbers represent a high concern, low numbers minimal concern, and 0 a very low concern or that the question was not relevant to them. I hand scored individual responses separately for each participant using the form provided in the manual (Hall et al., 2006, p. 86). Participants' ratings were aligned to the question number and stage allowing a raw score to be computed for each stage. Using the table provided in the manual (Hall et al., 2006, p. 86), raw scores were calculated into percentile scores and all percentile scores were graphed (Appendix C).

Role of the Researcher

My role in the study was to direct participants to complete the online SoCQ and then to collect and analyze the data. As Principal, and former Director of Curriculum and Instruction at the Outstanding School District, I have worked closely with the selected participants in a variety of ways. Aside from the typical curriculum work, the Director position allowed for leading the district data team meetings. This responsibility remains with the me in the current principal role. Because of the past and current experiences related to data team meetings, there have been collaborative efforts by all individuals involved in the study to make improvements to the instructional materials available to teachers increasing the effectiveness of reading interventions. It has been established through interactions with the participants that they have my support and are provided autonomy in making instructional decisions daily in their classroom regarding the materials used and lessons developed for reading interventions.

As the sole collector and analyzer of data, it was necessary to consider my personal and professional experiences and beliefs that may have allowed bias to permeate the oversight of this research. First, as an advocate for incorporating educational technologies into classroom instruction, I have pre-existing beliefs about the purpose and benefits of such technologies. While serving as a teacher, I piloted a one to one technology initiative that included the use of educational technologies like the i-Ready program. This practice was an effective way to individualize instruction and allow the wide range of student abilities to be addressed within the confines of the general

education classroom and has influenced my belief in the value of CAI. In addition, being a part of the team that visited another school to learn about the i-Ready program, seeing how it was effectively implemented and used and the positive benefits of it, I have strong convictions in the potentiality of i-Ready to serve as a catalyst for reading improvement in the Outstanding School District. However, for the purpose of the study, I was able to remain impartial given the uninvolved means of data collection through an anonymous, online questionnaire and systematic data analysis methods.

Data Analysis

In this study, data were collected through an anonymous, online questionnaire that allowed teachers to indicate their concerns regarding use of the i-Ready program as a Tier 2 reading intervention. The primary reason for using a questionnaire is that it generated quantitative data which supported the goal of testing a theory or providing an explanation (Creswell, 2012). Analyses of the quantitative data were conducted following the steps outlined in the SoC manual. This process included "…calculating raw scores for each of the seven stages, or scales; locating the percentile scores for each scale on the table; and plotting the results on the Stages of Concern Profile chart" (Hall et al., 2006, p. 26). This process was completed using the chart provided by Hall et al. (2006), each participants' responses (n = 8) being hand-scored as recommended for a small sample size. During scoring, Hall et al. (2006) discuss how to deal with missing item responses. As Google Forms was used to generate the questionnaire, each question required a response eliminating the possibility of missing item responses.

Data from the SoCQ can be displayed graphically or in table format. For this study, the percentile scores were displayed in a table that allowed me to examine predominant concerns as well as the diversity of concerns. Data were also be presented graphically to allow for the profiles of each participant to be viewed along with the intensity of concerns of individual participants (Hall et al., 2006).

Limitations

Research studies that are well designed provide information to consumers regarding potential limitations. Creswell (2012) described limitations as a component of research such as a limited sample size, faulty measurement instruments, inaccurate measures of the studies' variables, and limited data collected as a result of participants withdrawing from the study. One limitation of this study is the sample size. The study included eight teachers from one district located within a rural area of southwestern NYS. These eight teachers are currently involved in the implementation and use of the i-Ready program and are inclusive of all ELA teachers in kindergarten through Grade 6 in the Outstanding School District. Another limitation is that the study was conducted within a single school district that may limit the ability for replication in other, dissimilar districts. This study is also limited as it is not possible to examine other factors, such as familiarity with educational technologies and demographic characteristics of the participants, due to the supervisory role I hold within the district.

Data Analysis Results

The SoCQ is a 35-question Likert self-rating scale in which teachers rate their response to the question as follows: 0 – Irrelevant, 1 – 2 Not true of me now, 3 – 5 Somewhat true of me now, 6 – 7 Very true of me now. Appendix B provides an overview of the questions that teachers were asked, the corresponding stage, and the item number in the online questionnaire. From the SoCQ, I generated individual profiles that allow insight into the teachers' concerns. In addition, I developed profile reports using raw data obtained from the SoCQ and individual profiles by computing the average raw scores for each stage of all participants. From these reports, the peak concern, first and second highest stage, and individual and whole group profile interpretations were established.

Research Question 1

To address Research Question 1, "What are the most common Stages of Concern of K-6 English Language Arts teachers with respect to using the i-Ready online lessons as a Tier 2 reading intervention?", I gathered data from the online SoCQ and hand scored following the guidelines within the SoC Manual (Hall et al., 2006). The sum of the seven raw scores were hand calculated for each SoC after recording each response in the corresponding section on the SoC Quick Scoring Device and then converted into percentile scores using the Hall et al.'s (2006) conversion chart (Appendix C). The scoring device is a document that contains sections in which SoCQ responses are recorded with the accompanying question number. From this, there is a section on the scoring device where raw score totals and percentile scores are documented. The scoring

device also provides a space for the relative intensity representing an individual profile for each respondent to be graphed. This method of scoring is appropriate when there are only a few participants providing responses to the questionnaire (Hall et al., 2006). This process "…allows the administrator to discern both predominant concerns and the diversity of concerns within the group" (Hall et al., 2006, p. 28). Figure 1 shows the average level of concern related to use of the i-Ready online lessons as a Tier 2 reading intervention for each of the seven stages. According to Hall et al., (2006),

> The percentile score indicates the relative intensity of concern at each stage. The higher the score, the more intense the concerns are at that stage. The lower the score, the less intense the concerns are at that stage. *The percentile figures are not absolute; instead they are relative to the other stage scores for that individual.* (p. 32).

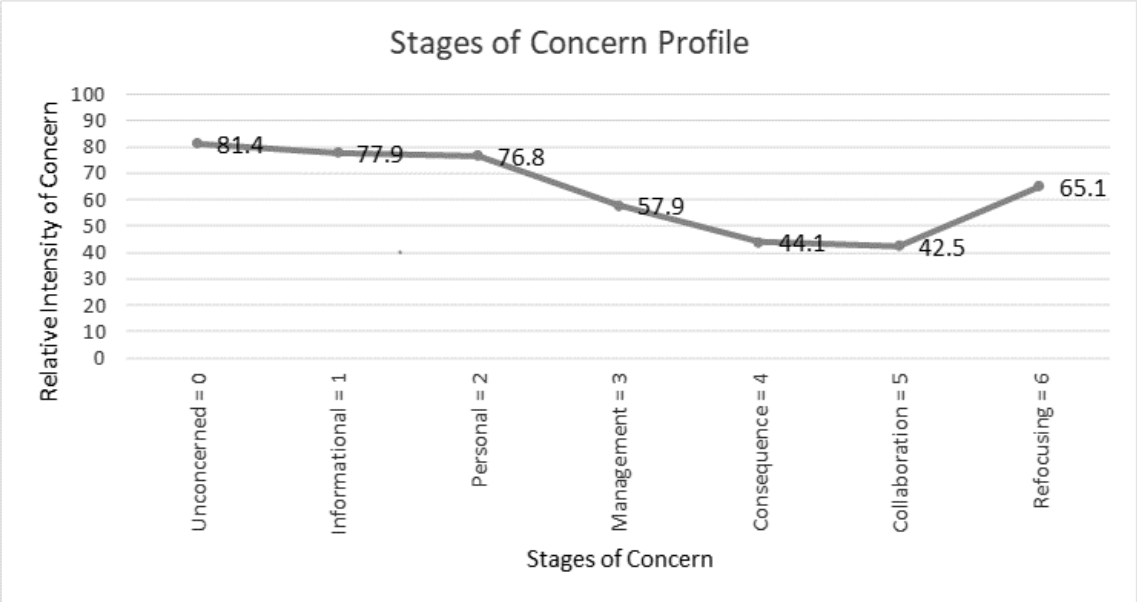

Figure 1. Stages of concerns profile: i-Ready. This figure illustrates the average Stages of Concerns for teachers using i-Ready as a Tier 2 reading intervention.

Figure 1 illustrates that the teachers focused their concern in Stages 0 (awareness), then Stage 1 (informational), and Stage 2 (personal). There was a continuous decline in Stage 3 (management) and Stage 4 (consequence). Concerns at Stage 5 (collaboration) were like Stage 4 followed by a slight increase in concerns at Stage 6 (refocusing). The results were interpreted as a higher percentile score meaning the participant had high concerns and a lower percentile score indicated low levels of concern.

The group concerns profile (Figure 1) revealed that the teachers' highest intensity of concerns was in Stage 0, unconcerned (81st percentile). "Stage 0 scores provide an indication of the degree of priority the respondent is placing on the innovation and the relative intensity of concern about the innovation" (Hall et al., 2006, p. 33). The high

score at this stage does not imply that the individual is a user or nonuser; rather, it is indicative of the degree of interest and engagement with i-Ready in comparison to other tasks or responsibilities (Hall et al., 2006). This means that there should be further dialogue with teachers to determine if there are other initiatives or responsibilities that may be limiting their time engaged with the i-Ready program.

The second and third stages for which teachers showed high levels of concerns were Stage 1, information (77th percentile) and Stage 2, personal (76th percentile). It is important to consider both given the closeness of the relative scores. Stage 1 and Stage 2 fall into what Hord, Rutherford, Huling, and Hall (2006) categorize as "self-concerns". Concerns at these stages indicate that teachers "…want to know more about the innovation – what it is and how it is similar to and different from what they already are doing" (Hord et al., 2006, p. 31). A medium intensity of concerns at Stage 3, management (57th percentile), Stage 4, consequence (44th percentile), and Stage 5, collaboration (42nd percentile) suggest that teachers had insignificant concerns regarding tasks and processes associated with using i-Ready, the impacts of i-Ready on students, and working with others. "Nonusers' concerns normally are highest on Stages 0, 1, and 2 and lowest on Stages 4, 5, and 6" (Hall et al., 2006, p. 37). Tailing up of Stage 6, observed in Figure 1 where the point at Stage 6 (refocusing, 65th percentile) rises above Stage 5 (collaboration, 42nd percentile), means "…one can infer that the respondent has ideas that he or she sees as having more merit than the proposed innovation" (Hall et al., 2006, p. 42). This indicates that teachers may have thoughts or opinions about a different

innovation and may be resistant to moving toward effective implementation of i-Ready. As noted by Hall et al. (2006), a tailing-up of more than 10 percentiles "…should be heeded as an alarm" (p. 42). As observed in Figure 1, there was a tailing-up of approximately 22 percentile points.

Hall et al. (2006) suggest looking at the two stages with the highest percentage of concerns. Table 5 displays the highest percentage of concern for all participants and Table 6 conveys the second highest concern. The data in Table 5 reveals that seven of eight participants reported their greatest concerns within Stages 0 through 2. Over one third of the participants felt no concern about the implementation of i-Ready; however, 25% were at Stage 1 (Informational) symbolizing a need for more information about the i-Ready program. Another 25% of participants noted to be at Stage 2 (Personal) that is characteristic of those who have personal concerns about the effects of i-Ready. One teacher indicated their greatest concern was at Stage 6, Refocusing. This teacher may have some thoughts of ways or other programs that may be more beneficial, and this person may have negative feelings and opinions of i-Ready altogether.

Table 5

Frequency of Highest Concern Stage

Stage	0	1	2	3	4	5	6	Total
# of Participants	3	2	2	0	0	0	1	8
% of Participants	37.5%	25%	25%	0%	0%	0%	12.5%	100%

The second highest SoC are shown in Table 6. These data show some variation in participants' concerns. Over one third of participants had no concern about i-Ready whereas approximately 12% had a second highest concern at the Informational Stage 1. One fourth of the participants revealed a second highest concern at Stage 2 (Personal) and one fourth at Stage 3 (Management). Management concerns are related to time management and the coordination of the implementation of the i-Ready program with their current instructional practices.

Table 6

Frequency of Second Highest Concern Stage

Stage	0	1	2	3	4	5	6	Total
# of Participants	3	1	2	2	0	0	0	8
% of Participants	37.5%	12.5%	25%	25%	0%	0%	0%	100%

The level of concern an individual has regarding an innovation is typically developmental and "…progresses from little or no concern, to personal or self-concerns, to concerns about the task of adopting the innovation, and finally to concerns about the impact of the innovation" (Hall et al., 2006, p. 8). Concerns in the early phases of implementation are recognized by a high score in Stage 0 through Stage 2. The most common stages of primary and secondary concerns for participants were at Stages 0, 1, and 2. For innovation implementation to progress and be effective, concerns in these stages must be addressed. At the awareness stage, Stage 0, teachers are not concerned with i-Ready, do not have a comprehensive understanding of i-Ready, and are generally

not interested in using i-Ready. At Stage 1, the information stage, teachers have an interest in and desire to become more knowledgeable of i-Ready. Stage 2, the personal stage, indicates teachers have started contemplating how using i-Ready will affect them, what it will require of them, and consideration of possible personal benefits.

The findings of a high intensity of both the highest and second highest SoC within Stage 0, 1, and 2 may imply that after three years of having the i-Ready online lessons available to teachers as a Tier 2 reading intervention, there is limited concern by teachers. Low concerns are not necessarily an indicator that they are knowledgeable of, comfortable with, and using i-Ready. Teachers may not be using i-Ready as there is something else that they are focusing their time and energy on. This, coupled with the tailing-up at Stage 6, elude to the notion that teachers are not interested in learning more about the i-Ready online lessons and how to effectively incorporate the program as a Tier 2 reading intervention, either for lack of interest or as a result of some other innovation consuming their time and energy.

Peak Stage of Concern

The peak score for each participant is highlighted in yellow on Table 5 and shows which stage the teacher is most concerned about. Participants 2, 4, 7, and 8 have the greatest concerns at Stage 0 demonstrating them as a nonuser for reasons such as focusing on other tasks or innovations or concerns other than i-Ready that occupy their time. Participant 6 had equal concern scores for Stages 1 and 2 that conveys a desire to learn more about i-Ready; however, this teacher may have concerns related to how i-

Ready will affect him or her. There may also be a lack of interest in using the program as a result of believing some other program may be more effective as do Participants 1 and 5. Teachers with high Stage 2 concerns may "…block out more substantive concerns about the innovation" (Hall et al., 2006, p. 33). For Participant 3, Stage 6 was revealed as the stage at which the individual had the greatest level on concern. At this stage, "The individual focuses on exploring ways to reap more universal benefits from the innovation…" (Hall et al., 2006, p. 8).

Table 7

Listing of Individual Stages of Concern Percentile Scores

Participant	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
1	61	75	76	65	30	52	73
2	99	84	70	90	66	64	81
3	96	91	89	60	59	30	97
4	99	91	85	94	63	55	84
5	91	91	92	85	63	55	77
6	48	80	80	5	16	31	11
7	96	66	67	34	43	25	38
8	61	45	55	30	13	28	60
Average	81.4	77.9	76.8	57.9	44.1	42.5	65.1

Table 5 shows that the teachers had the highest mean concern percentile (about 81%) at Stage 0 (awareness) and the least concern (about 42%) at Stage 5 (collaboration). Four in eight teachers who completed the questionnaire peaked at Stage 0 (awareness). Three in eight teachers show peak concerns at Stage 2 (personal) with one of those having a tie score between Stage 1 and Stage 2. In general, all SoC were significantly different, except the level of concern in Stages 1 and Stage 2. The intense concerns at

Stages 0, 1, and 2 (six of eight teachers) are indicative of teachers not using the i-Ready program. This is supported by the documented usage presented earlier in Table 2 where all teachers used the significantly less time than is recommended. This may be a result of a lack of knowledge and understanding of the program and how to implement it or it may be that there are other things that teachers are focused on that they believe to be more important and relevant at this time. Hall et al. (2006) conveyed that a high Stage 0 is an indication of no concern, a high Stage 1 signals wanting to know more about i-Ready, and a high Stage 2 represents personal concerns about i-Ready and the how it will affect them. Although the data conveys no concern, it may be that the individual is not using the innovation.

First and Second Highest Stage of Concern

The second step in analyzing the SoCQ data consisted of reviewing the first and second highest SoC scores of teachers. According to Hall et al. (2006), "…the second highest Stage of Concern often will be adjacent to the highest one" (p. 34). By reviewing this information, a generalization can be drawn related to observed patterns. Table 6 shows the teachers' percentile scores with the first highest highlighted in light gray and second highest scores highlighted in dark gray. Participants 1 and 6 have the greatest concerns at Stages 1 (informational) and 2 (personal). These teachers have some knowledge of i-Ready but would like to know more about it. These individuals also have concerns related to the consequences of implementing i-Ready. Participant 5 was similar with a tie score for the second greatest concern at Stage 0 (awareness) that conveys this

teacher may not be using i-Ready. Nonuse may be related to concerns about how it will impact instructional practice and what it will require. For Participants 2 and 4, the top two levels of concern were Stage 0 (awareness) and Stage 3 (management). These teachers are likely using i-Ready, but have concerns related to the coordination, organization, and planning. Stage 0 (awareness) was a high concern with a second greatest concern at Stage 6 (refocusing) for Participants 3 and 8. For these teachers, there are no significant concerns about implementing i-Ready. Rather, they have ideas on how to change current practices or may know of and want to use a different innovation.

Table 8

First and Second Highest Stage of Concern Scores

Participant	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
1	61	75	76	65	30	52	73
2	99	84	70	90	66	64	81
3	96	91	89	60	59	30	97
4	99	91	85	94	63	55	84
5	91	91	92	85	63	55	77
6	48	80	80	5	16	31	11
7	96	66	67	34	43	25	38
8	61	45	55	30	13	28	60
Average	81.4	77.9	76.8	57.9	44.1	42.5	65.1

When evaluating the overall concerns of teachers, I observed that the first and second highest concerns tend to cluster within Stage 0 and Stage 2 which Hall et al. (2006) categorize as “self” concerns. Seven of eight participants show a highest concern and six of eight show a second highest concern within Stages 0 and 2. Two of eight teachers fall within what Hall et al. (2006) convey as a typical adjacent result with the

first and second highest scores being adjacent. Supported by the data presented earlier in Figure 1, the data demonstrates that for most of the teachers, the intensity of concerns is greater within the unconcerned and self-categories (Hord et al., 2006). Hall et al. (2006) conveyed that at Stage 0 there is little or no concern, at Stage 1 there is a general awareness about the innovation, and at Stage 2 user may be unsure of how much time and effort the innovation will require of them (p. 8). This indicates limited or no use of i-Ready that may be related to a focus of attention to other innovations or a lack of knowledge of or insufficient time to focus on implementation and use of the i-Ready program.

Research Question 2

To address Research Question 2, "What challenges do K-6 English Language Arts teachers face when implementing the i-Ready online lessons as a Tier 2 reading intervention?", I calculated descriptive statistics for questions asked within each stage. Table 7 presents collected and analyzed results from the participants' responses to the 35 questions asked in the SoCQ and is separated by stages.

Table 9

Teachers' Stage of Concerns Results

	Mean	SD
Stage 0 – Awareness		
#3 - I am more concerned about another innovation.	1.9	1.364
#12 - I am not concerned about i-Ready at this time.	2.4	2.176
#21 - I am preoccupied with things other than i-Ready.	4.1	1.965
#23 - I spend little time thinking about i-Ready.	3.8	1.392
#30 - Currently, other priorities prevent me from focusing my attention on i-Ready.	3.6	2.342

Group s0	**3.16**	**1.8478**
Stage 1 – Informational		
#6 - I have a very limited knowledge of i-Ready.	3	1.5
#14 - I would like to discuss the possibility of using i-Ready.	2.4	2.176
#15 - I would like to know what resources are available if we decide to adopt the innovation.	4.4	1.996
#26 - I would like to know what the use of i-Ready will require in the immediate future.	5.4	1.111
#35 - I would like to know how i-Ready is better than what we have now.	5.8	1.09
Group s1	**4.2**	**1.5746**
Stage 2 – Personal		
#7 - I would like to know the effect of my reorganization on my professional status.	4.4	1.867
#13 - I would like to know who will make the decisions in the new system.	4.5	1.803
#17 - I would like to know how my teaching or administration is supposed to change.	4.8	1.639
#28 - I would like to have more information on time and energy commitments required by i-Ready.	3.8	2.046
#33 - I would like to know how my role will change when I am using i-Ready.	4.9	0.599
Group s2	**4.48**	**1.5908**
Stage 3 – Management		
#4 - I am concerned about not having enough time to organize myself each day.	2.3	2.278
#8 - I am concerned about conflict between my interests and my responsibilities.	3	2.179
#16 - I am concerned about my inability to manage all that i-Ready requires.	3	2.5
#25 - I am concerned about time spent working with nonacademic problems related to i-Ready.	4.6	1.728
#34 - Coordination of tasks and people is taking too much of my time.	3.1	2.027
Group s3	**3.2**	**2.1424**
Stage 4 – Consequence		

#1 - I am concerned about students' attitudes toward i-Ready.	4.5	1.323
#11 - I am concerned about how i-Ready affects students.	4.1	1.833
#19 - I am concerned about evaluating my impact on students.	3.9	1.269
#24 - I would like to excite my students about their part in this approach.	5.4	1.409
#32 - I would like to use feedback from students to change the program.	4.6	1.996
Group s4	**4.5**	**1.566**
Stage 5 – Collaboration		
#5 - I would like to help other faculty in their use of i-Ready.	1.6	1.111
#10 - I would like to develop working relationships with both our faculty and outside faculty using i-Ready.	4.6	1.317
#18 - I would like to familiarize other departments or persons with the progress of this new approach.	2.8	1.09
#27 - I would like to coordinate my efforts with others to maximize i-Ready's efforts.	5	1.5
#29 - I would like to know what other faculty are doing in this area.	4.9	2.088
Group s5	**3.78**	**1.4212**
Stage 6 – Refocusing		
#2 - I now know of some other approaches that might work better.	3.6	1.932
#9 - I am concerned about revising my use of i-Ready.	3.3	2.165
#20 - I would like to revise i-Ready's approach.	4.5	2.062
#22 - I would like to modify our use of i-Ready based on experiences of our students.	4.4	1.932
#31 - I would like to determine how to supplement, enhance, or replace i-Ready.	4.8	1.392
Group s6	**4.12**	**1.8966**

When considering the results of the data in terms of where the mean falls on the Likert scale of 0 – 7, a middle score would be 3.5. A score of 3.5 or higher is an indicator of a significant concern, as these coincide with the comments of "somewhat true of me now" and "very true of me now", challenges that the teachers faced when implementing

i-Ready as a Tier 2 reading intervention and can be determined and addressed through the PD opportunities planned as part of this study.

Stage 0 – Awareness

The mean average at this stage is 3.16. Within this stage, the highest mean of 4.1 was for teachers conveying that they are shifting their concerns from using i-Ready. The second highest mean score of 3.8 relates to the notion that little time is spent thinking about the use of i-Ready. The third highest mean of 3.6 is suggestive of teachers having other responsibilities or tasks that are consuming their time and energy. The first question in this section had the lowest mean of 1.9 for teachers' concerns with another innovation and the second the question with the next lowest mean of 2.4 for teachers not having concerns at this time about i-Ready. The three highest means indicate that teachers are focused on other things leading to less time spent on utilization of i-Ready. Other tasks or existing responsibilities are influencing the extent that teachers are focused on learning how to effectively use i-Ready.

The data indicates that teachers are spending minimal time thinking about i-Ready as a result of their focus on other priorities. A remedy for this may be to provide teachers time to engage with the i-Ready program outside of the classroom, encouraging teachers to be actively involved in discussions and decisions regarding i-Ready (Hord et al., 2006).

Stage 1 – Informational

For this stage, the mean average was 4.2 which conveys that teachers are interested in learning more about i-Ready. Specifically, the two highest means of 5.8 and 5.4 indicate that teachers are wondering if i-Ready is better than existing practices or other programs already being used and what the future will hold in terms of implementation and use of the i-Ready program. The next highest mean of 4.4 communicates a desire by teachers to become aware of the resources they will have if they embrace the adoption of the i-Ready program. The lowest mean of 2.4 was observed in the question that inquired about discussing the use of i-Ready and the second lowest mean of 3.0 was obtained when teachers were asked if their knowledge of i-Ready was limited. At this stage, the high means suggest that teachers are being challenged by their belief that i-Ready is more effective than current practices and programs. In addition, teachers are concerned about what they will have to do now to use the program and are not well informed about resources available to support them in their use of i-Ready (Hall et al., 2006).

Teachers convey concerns about the proven efficacy of i-Ready and how the program is more effective than what is currently being used. Challenges are also encountered with having enough time to implement the program and with having adequate information about the resources available to assist in effective implementation and sustaining the use of the program. Teachers need clear and accurate information regarding i-Ready that can be disseminated in various ways and then discussed as a

whole and within smaller collegial groups and are led by other teachers who can share how they have successfully used the program (Hord et al., 2006).

Stage 2 – Personal

At this stage, the average mean score for all questions asked was 4.48. This demonstrates that most of the teachers agree with the specific questions. The highest mean of 4.9 relates to curiosity of teachers pertaining to how their role will change through full adoption of the i-Ready program. The second highest mean of 4.8 was for a similar question and indicates that teachers want to be informed of how their instructional practices will change. With a mean of 4.5, teachers want to know who will be responsible for making decisions regarding the use of i-Ready. The lowest mean at 3.8 indicates that teachers need more information about how much time using i-Ready will require of them. The second lowest mean of 4.4 conveys that teachers desire additional information about the impact of using i-Ready on their professional status. Given that the means for this stage range from 3.8 – 4.9, it is concluded that the challenges teachers face include a lack of information and knowledge about their current role in implementation and use and how their role will change. There is also a concern by teachers about who will oversee decisions regarding the use of i-Ready (Hall et al., 2006).

All mean scores at this stage were greater than 3.5. This is evidence that teachers are challenged with personal concerns related to implementing i-Ready. Teachers are concerned "…about the demands of the innovation, his or her adequacy meeting those demands, and/or his or her role with the innovation" (Hall et al., 2006, p. 8). These

challenges can be overcome by sharing with teachers the expectations of them surrounding the use of i-Ready as a Tier 2 reading intervention. In addition to conveying to teachers that concerns are normal and a part of the learning process, providing support as they plan to implement sequentially is necessary (Hord et al., 2006).

Stage 3 – Management

The mean average for the management stage was 3.2, a score on the lower side of agreement with concerns at this stage. With a mean score of 4.6, teachers have indicated that they are concerned about nonacademic issues surrounding the use of i-Ready. The next highest mean of 3.1 shows teachers feel coordination efforts with the program and with other personnel takes too much time. The lowest mean was 2.3 and signifies concern about having enough time for organization. The second question was related to conflicting interests and responsibilities of all users and the third question asked about the level of concern specific to being able to manage all the requirements of i-Ready, both having a mean score of 3.0. From the data, it is concluded that the major challenge that teachers faced pertained to having enough time to deal with the overall process of using i-Ready, tasks specifically associated with organization, management, and scheduling (Hall et al., 2006).

The only question in this section for which the middle score was observed relates to teachers feeling challenged with necessity of time being spent on nonacademic problems related to using i-Ready. Providing an explanation of the resources and supports available to teachers to assist with the processes – organization, management,

and scheduling (Hall et al., 2006) – will decrease tensions teachers feel. These explanations should focus on the logistical problems as well as the minor issues that often accompany something new (Hord et al., 2006).

Stage 4 – Consequence

The average mean for this stage is 4.5 which shows that teachers are slightly agree with the questions posed. The highest mean of 5.4 is related to teachers being concerned about being able to motivate and excite students to use i-Ready. The second highest mean of 4.6 was for the question that asked about using student feedback in a way that would change how i-Ready is being used. A mean of 4.5 was the third highest and was for the question asking about concerns related to students' attitudes toward i-Ready. The second lowest mean of 4.1 relates to concerns of the effects of i-Ready on students and the lowest concern with a mean score of 3.9 pertains to asking teachers about their concerns on evaluation of the impact of i-Ready. It is observed from the relatively high means for each question related to this stage that challenges faced by teachers are related to the impact of i-Ready of students, namely feeling confident that the program will successfully improve students' reading abilities, a lack of interest by students in using i-Ready, and how to effectively evaluate the impact that i-Ready is having on students' reading achievement (Hall et al., 2006).

Each mean score for this stage was at least 3.5 indicative of significant challenges for teachers related to the consequences of using i-Ready. The challenges can be reduced or eliminated as teachers become more knowledgeable of how to effectively use the

program, positively engage students with the program, and when both teachers and students can observe the impact of the program in terms of student growth and achievement. As teachers learn how to use the reports available, they can share successes with their students. This learning will be enhanced if teachers are given the opportunity to do site visits, attend conferences, and have time to discuss with colleagues how they have incorporated i-Ready (Hord et al., 2006).

Stage 5 – Collaboration

For this stage, the average mean was 3.78 which shows that most teachers agree with the propositions in this stage. The highest mean of 5.0 demonstrates that teachers have relatively significant concerns about coordinating efforts with colleagues. A mean of 4.9 relates to teachers being concerned about what others are doing. The third highest mean of 4.6 indicates that teachers are interested in fostering working relationships with other professionals, within and outside of the district. For the question about sharing knowledge with colleagues related to the progress of use, a mean of 2.8 was obtained being the second lowest. The lowest mean, 1.6, was related to concerns about assisting others in their use of i-Ready. There was a range in the means obtained for this stage. From the data, it is concluded that challenges include insufficient knowledge of how colleagues are using i-Ready and a lack of working relationships with colleagues and other professionals, indicative of minimal coordination and cooperative experiences for teachers (Hall et al., 2006).

The challenges that teachers encountered specific to this stage include being able to collaborate with other professionals who are using i-Ready and coordinate their efforts. Teachers need time to work with one another and to have professional dialogue with others who have successfully implemented the program and are seeing the positive effects of i-Ready. A more advanced user or administrator could also assist with setting expectations for implementation and in providing technical assistance (Hord et al., 2006).

Stage 6 – Refocusing

The average mean at this stage was 4.12 which shows that most of the teachers agreed with the statements for the refocusing stage. With a mean of 4.8, teachers generally agree with the question that relates to the desire to determine ways to support and improve the use of i-Ready or to replace it. The second highest mean of 4.5 relates to the desire to revise how i-Ready is being used. The third highest mean, 4.4, indicates teachers would like to adjust how i-Ready is used as a result of the experiences that students have had with it. The lowest mean, 3.3, relates to concerns of revising current use of i-Ready. The second lowest mean of 3.6 pertains to teachers having some ideas about using other programs that may work better. Relatively high means for all questions in this stage allow the conclusion that challenges include the inability to find ways of revising current practices in using i-Ready. Teachers may have ideas of how to make current practices better but have not been able to share ways of doing so (Hall et al., 2006).

Challenges at this stage include a reluctance to use i-Ready as a result of thoughts and/or opinions that there is another program that is more effective. In addition, at this stage, teachers convey challenges about wanting to review how i-Ready is being used and may include changes to how i-Ready is being used. These challenges can be addressed by having conversations with teachers, allowing them to share their thoughts, and providing encouragement and resources that will allow more positive and productive actions by teachers (Hord et al., 2006).

Section 3: The Project

Introduction

Analysis of the data has indicated that additional training is necessary. As such, a PD project chosen for this study is a 3-day learning opportunity for K-6 ELA teachers and administrators in the Outstanding School District to increase their understanding and use of the i-Ready online lessons as a Tier 2 reading intervention, addressing the challenges that teachers encountered (see Appendix D). I created the project based on the findings from the research study and a review of literature. In Section 3, I discuss how the PD sessions are framed to meet the needs of adult learners leading to enhanced use of i-Ready. Through the creation of a professional learning community (PLC), ongoing PD and collaboration will be achieved.

The 15-hour PD sessions will be held in the course of 3 days. All sessions will be held on a Superintendent Conference Day when students are not in attendance. The first will be held within the first month of school followed by the second approximately one month after the start of school and the third approximately 5 months after the start of school. Each day will consist of a 3-hour morning session with a 15-minute break included. Teachers will have an hour lunch and then a 1-hour afternoon session, time to complete a feedback survey, a break and then an hour of independent work time. For all sessions, participants will be given a copy of the PowerPoint presentation (Appendix E) and several handouts in a folder. Sessions will be held in the computer lab providing all participants with access to the i-Ready website. The goal of the PD plan is to address the

challenges that teachers conveyed through their responses to the questionnaire allowing them to continue to develop their knowledge of i-Ready and how the online lessons can be used in small group format to address the specific needs of individual students. This may lead to a decrease in the concerns and an increase in the use of i-Ready by teachers as a Tier 2 reading intervention.

The first session will be held in at the beginning of the school year and will be led by district administrators. The goal for this day will be to build a cohesive belief in the efficacy of the i-Ready program and enlighten members of steps that can be taken to develop a classroom data culture and increase student motivation. The learning outcomes for this day are (a) develop and/or further understanding of what i-Ready is, (b) review the evidence behind the effectiveness of i-Ready, (c) develop an understanding of the i-Ready online instruction and how it complements classroom instruction, (d) understand best practices for both the diagnostic and online instruction, (e) explore available resources, (f) learn how to navigate the i-Ready website, (g) learn how to set a schedule, and (h) understand how to prepare and motivate students.

The second day of PD will be held the next month and will be led by district administration. The goal of this session is to give educators time to engage with data obtained from the beginning-of-year diagnostic, analyzing the data and planning instruction that addresses noted gaps in student performance. Teachers and administrators will further their knowledge and understanding of data-driven Tier 2 lesson planning. The learning outcomes for this day are (a) analyze and use data to plan differentiated

instruction, (b) manage online instruction to maximize student impact, and (c) track and celebrate student growth and progress.

The final day of PD will be held midyear, approximately four months after the second session and again will be led by district administrators. During this time, administrators and teachers will work to achieve the goal of analyzing growth after the middle of the year diagnostic, using diagnostic growth, performance, and online instruction data to formulate answers to questions related to student achievement. In addition, participants will learn how to determine priorities and develop a plan for next steps including how to strategically use the data as a guide in discussing performance and gaps with students. The learning outcomes for this day include (a) analyzing and responding to student growth and how to adjust instruction based on results, (b) becoming familiar with student engagement strategies that foster positive views of the i-Ready program and increase achievement, and (c) discover ways to strategically use the online instruction component to target noted gaps.

Rationale

Effective PD is "…structured professional learning that results in changes in teacher practices and improvements in student learning outcomes" (Darling-Hammond, Hyler, Gardner, & Espinoza, 2017, p. 2). Through their research that consisted of a review of 35 studies, Darling-Hammond et al. (2017) identified seven characteristics of effective PD which include the following:

1. Is content focused.
2. Incorporates active learning using adult learning theory.
3. Supports collaboration, typically in job-embedded contexts.
4. Uses models and modeling of effective practice.
5. Provides coaching and expert support.
6. Offers opportunities for feedback and reflection.
7. Is of sustained duration. (p. 4)

This definition served as a guide in the creation of a series of professional learning opportunities for teachers, based on the concerns and challenges of teachers indicated by the data and focused on improved implementation and use of the i-Ready online lessons as a Tier 2 reading intervention.

Analysis of the data collected from the SoCQ indicated that most teachers' concerns were clustered within Stages 0, 1, and 2 which are self-concerns. These concerns center around wanting to know more about an innovation and what the effect of using the innovation will be (Hord et al., 2006). Hall et al. (2006) posited that concerns uncovered in the earlier stages of innovation implementation must be addressed resulting in a decreased intensity of those concerns. It is then that concerns will begin to increase in the later stages of implementation. Therefore, the project includes PD opportunities that will focus primarily on the early stage concerns (Stages 0 – 2) elicited from teachers in the questionnaire before the concerns of later stages (Stages 3 – 6).

Review of the Literature

As in the previous literature review, I conducted multiple searches using the Walden University online library and included the educational database sources of Academic Search Complete, Education Source, ERIC, and Primary Search, as well as the multidisciplinary databases including Science Direct, SAGE Journals, Taylor & Francis Online, and ProQuest Central. In addition, the doctoral resource of ProQuest Dissertations & Theses Global, and internet searches of Google and Google Scholar served as search engines. Key terms and phrases consisting of the following were included in the search: *effective professional development, professional learning, professional development using Stages of Concern, and professional learning community*.

From the previously listed databases, I selected full text scholarly articles that were peer reviewed and published from 2014 to 2019. In this literature review, I discuss the characteristics of effective PD and successful professional learning communities.

Effective Professional Development

In their research, Abu-Tineh and Sadiq (2018) surveyed 631 teachers to ascertain their perceptions of the characteristics and models of effective PD. Additional data were examined to determine if there were differences in teachers' ratings of characteristics and models of PD when considerations were given to gender, experiences, and whether they taught at the elementary, preparatory, or secondary level. Using an established 21-item list of characteristics of effective PD, teachers were asked to rate each item. The findings revealed that the three highest rated characteristics were "enhances teacher's content and

pedagogic knowledge", "promotes collegiality and collaboration", and "focuses on individual and school improvement". Teachers were also asked to rate a 15-item list of effective PD models. Responses indicated that the top three models of PD were "providing professional support from experienced teacher to new hiring teacher", "workshops at school", and "teacher study groups". No significant differences were found between gender, experiences, and school level for either characteristics or models of effective PD. The authors concluded that PD opportunities which include the characteristics and models perceived to be effective

> when taken together in designing and delivering professional development activities might have a positive and significant impact on teacher performance and student achievement (Abu-Tineh & Sadiq, 2018, p. 320).

In addition, the authors conveyed that

> high-quality school-based professional learning activities and research-based practices to improve the performance of school leaders and teachers, which, in turn, will improve student learning and achievement (Abu-Tineh & Sadiq, 2018, p. 320).

The findings of my study support the need to create PD workshops for teachers that further develop their ability to incorporate i-Ready into their current pedagogical practices, allows time for collaboration, and is focused on increasing students' reading abilities.

Ekinci and Acar (2019) found similar results in their qualitative research related to teachers' opinions about the concept and process of PD , characteristics of effective PD, and what teachers believed constituted a competent model of PD. Conducting multiple rounds of interviews with a sample size of 20 primary school teachers in Istanbul, the researchers concluded that effective PD consists of goal setting, planning, development, and evaluation. Goal setting emerges from the discovered and defined need (both teachers and institution) for PD. In addition, the process should be established with consideration given to what needs to be, how it will be done, generating specific tasks, and determining who will complete them. The researchers noted that learning environment, content, opportunity for teachers to engage in reflective thinking, collaboration, and evaluation were also important components of effective PD. Abu-Tineh and Sadiq (2018) and Ekinci and Acar (2019) both found collaboration and content to be traits of effective PD, findings that support the PD project designed for this study.

In a synthesized review of existing literature and personal observations, Patton, Parker, and Tannehill (2015) concluded that effective PD is linked to teacher engagement, teaching practice, and student learning. The core features of PD associated with teacher engagement include those based on the needs and interests of teachers, recognition that learning is a social process, working together and within a learning community, and learning experiences that are ongoing and sustained. When making a connection to practice, the core features of PD include treating teachers as active learners, enhancing pedagogical skills and content knowledge, and careful facilitation. Lastly,

when linking PD to student learning, the core feature was found to be a focus on improving student learning outcomes (Patton et al., 2015).

Bayar (2014) interviewed 16 Turkish elementary teachers that had participated in at least three PD activities in the previous 12 months. The focus of his inquiry was to formulate an understanding of what teachers believed the meaning of effective PD to be and what the components of effective PD activities were. An analysis of responses led to effective PD being defined as an activity that is "…based on teachers' needs and provided for a long time" (Bayar, 2014, p. 322). The components of effective development included:

1) A match to existing teacher needs.
2) A match to existing school needs.
3) Teacher involvement in the design/planning of professional development activities.
4) Active participation opportunities.
5) Long-term engagement.
6) High quality instructors (Bayar, 2014, p. 323).

Existing literature supports the idea of multiple PD opportunities for teachers focused on increasing their knowledge of and ability to effectively use the i-Ready program as a Tier 2 reading intervention.

Professional Learning Communities

Ronfeldt, Farmer, McQueen, and Grissom (2015) conducted a study in which they investigated current practices of instructional teams in an urban district to determine if various types of collaboration existed and if any type of collaboration could predict student achievement. Using teacher survey, administrative data, and teacher observations, the authors revealed several findings that support the use of instructional teams to improve instruction and student achievement. First, 84% of teachers surveyed noted they were members of an instructional team. Of those, 90% reported their experiences as being helpful. Collaboration was focused more on reviewing formative assessments and developing instructional strategies than classroom management/discipline and reviewing student work. In addition, elementary teachers were found to have a greater degree of collaboration than secondary teachers and schools with a higher number of nongifted students reported less collaboration in the area of instruction/curriculum. Other findings from the study include a higher rate of collaboration for female teachers, white teachers reported a lower amount of collaboration than Hispanics or African American teachers, and teachers with 15 or more years of experience were found to have low quality collaborative efforts. Specific to student achievement gains, the findings from the study support the notion that better collaboration is linked to better student achievement. The findings of the study "…support policy efforts to improve student achievement by promoting teacher collaboration about instruction in teams" (p. 475).

Studying the development of four PLCs over a 3-year period, Schaap and de Bruijm (2018) used a mixed methods approach consisting of questionnaires and participatory research to examine seven elements – task, perceptions, group composition, tensions between roles, beliefs about alignment, reflective dialogues, socialization, and ownership. Looking specifically at disparity in maturation of the PLCs, members' feelings and opinions related to the traits of the groups, collaborative activities and collective outcomes were obtained through questionnaires. Observations provided in-depth data including quotes and statements that assisted the authors in building an understanding of factors that impacted evolution of the PLCs and how those factors may be associated and altered. It was concluded that when members of a PLC take ownership of the goals and objectives of the group, there is greater commitment and motivation of the members which increases the effectiveness of the PLC. In addition, when members of a PLC engage in professional dialogue, the collective knowledge base is enhanced. As my study includes the creation of a PD plan for a group of teachers who are forming a PLC, the conclusions of the Schaap and de Bruijm (2018) study are significant. Care must be taken when planning the professional learning activities to provide plenty of opportunities for teachers to discuss using i-Ready with one another as a way of augmenting the entire group's understanding of the program and incorporating steps that will allow teachers to embrace the intended purpose of the training.

Furqon, Satori, Komariah, and Suryana (2017) used a case study in which they conducted observations and in-depth interviews, along with gathering other

documentation, to develop an understanding of the factors found to foster successful development of PLCs, how teacher performance was impacted by involvement in a PLC, and what role the principal plays in the creation and continuation of a PLC. The studies' findings indicated that there are several critical elements to the formulation of a PLC including commitment by the members, the ability to participate in genuine conversation and collective decision-making, an overall positive school climate that embraces respect, trust, and a mutual agreement regarding the duties of the group members. Regarding the organization of the PLC, time, coordinated efforts for improving instruction and learning, buy-in from teachers, and the identification of an individual considered adept in the focus area to lead the efforts of the PLC. As a result of the successful development and growth of the PLCs studied, teachers were found to benefit by an increased ability to be reflective, an enhanced knowledge of learners, and how to improve the quality of their teaching. Regarding the role of the principal, it was concluded that PLC members flourished when they were supported by a competent instructional leader who could facilitate learning and motivate the members of the PLC.

In the quantitative study conducted by Yin, Hang To, Pui Chi Keung, and Tam (2019), the relationships between professional learning and faculty trust, PLCs, and professional learning were examined. Using the Faculty Trust Scale, the Professional Learning Community Scale, and the Teacher Professional Learning Scale as the research instruments, data were gathered from 2,106 kindergarten teachers (153 separate classes) in Hong Kong. One significant finding of the study is that not only was there a positive

impact on PLCs as a result of teacher's perceived trust in their colleagues, the same positive impact was also observed for teacher's perceived trust in their principals and parents. The study also included an examination of the direct effects of teacher's trust of their colleagues, principals, and parents with trust in colleagues the only one shown to have a significant positive effect on teacher professional learning. Yin et al. (2019) concluded that professional learning is enhanced when teachers are encouraged to develop trusting relationships with not only their colleagues but also principals and parents. In addition, by participating in PLCs, teacher professional learning is augmented.

Seeking to add to existing knowledge of the role of a principal in the development of a PLC, Cherkowski (2016) conducted a qualitative case study with one subject, a principal in a secondary school in British Columbia. Research questions focused on how the principal impacted school climate and engagement of teachers and their professional learning with data gathered from conversations and observations. The major findings from the study include the need for establishing a shared vision for learning and providing opportunities to showcase and model the learning that has occurred. In addition, it was concluded that by personalizing learning, the principal can foster trust and hope among members of PLCs.

Professional Development Based on Perceptions and Concerns

In a study conducted by Trapani and Annunziato (2019), the SoC and LoU components of the CBAM framework were used to evaluate teacher concerns about and extent that they were using the Understanding by Design instructional (UbD) practice.

Surveying 27 teachers, it was found that the relative intensity of teachers were centered within Stages 1, 2, and 3, a finding like mine. Of the 27 teachers that completed the survey, 73% then completed the LoU by answering yes or no to multiple questions related to current and future use of UbD. In addition to these data, the authors surveyed teachers to determine the type of PD they would like to enhance their use of UbD. From their findings, it was concluded that teachers wanted interactive workshops that would allow for paired collaboration. Other priorities of the teachers include peer study groups and learning from a content expert. Trapani and Annunziato's (2019) research findings support the 3-day PD plan that I created for my study. As noted by Trapani and Annunziato (2019), individuals implementing a new initiative need guidance, clear goals and expectations, and time to work with their colleagues during professional learning opportunities that are focused on addressing concerns of the individuals. The PD plan I developed incorporates each of these characteristics.

Ryan and Bagley (2015) completed a multifaceted review of existing literature from the viewpoint of pre- and in-service teaching realms and PD publications to solidify an understanding of the internal and external barriers to technology integration. Their analysis concluded that external barriers include the rate at which technology changes, the number of technology devices, inadequate infrastructure, and outdated hardware and software. Within learning institutions, barriers include inadequate PD and a lack of consistent support. Internal barriers to technology integration include a lack of pedagogical practices that support student-centered learning tasks and general feelings of

inadequacy to effectively incorporate technology into current instructional practices. The authors convey that technology integration can be enhanced by improving teacher education programs and professional development for practicing teachers. Supporting the PD plan devised in my study, Ryan and Bagley (2015) note that traditional, one-time PD workshops are ineffective in improving technology integration. Rather, PD should be sustained to allow beliefs and skills to advance. In addition, during PD workshops, the focus should be on how to integrate technology into current instructional practices and not just on the technology alone. Teachers need to know what the technology is and how it can be used to enhance instruction and learning. This is achieved by beginning PD with expert training on what technology is and moving to opportunities for teachers to engage in hands-on, active learning with colleagues, the principles of the PD plan I developed for my study.

Using a mixed method approach, Hutchison and Woodward (2018) sought to examine changes in teachers' perceptions of their ability to effectively use technology after receiving PD to integrate technology into instruction, how planning and instruction changed, and if there was an observed relationship between students' digital literacy skills and teacher's participation in PD. Relevant to my study was the PD portion of their study in which teachers participated in PD using The Technology Integration Planning Cycle (TIPC), a framework that is used to support instructional planning and develop an understanding that instructional goals are important when choosing educational technologies. Included in the TIPC Model of are opportunities for whole group PD, long-

term planning, participation in a PLC, creation of a website for sharing information, distribution of weekly resources and lesson examples, opportunities for reflection and feedback, and daily check-ins. It is believed that by providing these to teachers, there will be a shift in perceptions, instruction, and planning leading to improved digital literacy skills for students (Hutchison & Woodard, 2018). The authors concluded that exposure to digital tools, PLC participation, and reflective practices were the most influential components in shifting beliefs and practices. In addition, it was determined that PD is most effective when there is a model for teachers to use, when technology is coupled with context-driven instruction, and when various ways are presented for teachers to engage with technology. Although my study examined one educational technology, Hutchison and Woodard's (2018) study provides support given that my project looks at specific instructional goals, establishes a PLC, includes whole group and time for individual or small group work, and incorporates time for teachers to reflect upon their current use of i-Ready and how it can be enhanced.

Researcher Al-Shabatat (2014) conducted a mixed methods study in which data were collected via the SoCQ and interviews of 22 gifted teachers to evaluate concerns with the integration of e-learning. Data analysis demonstrated low Stage 0 concerns indicative of an interest in e-learning and high Stage 1 and 2 concerns signaling a lack of understanding and apprehensions about how integrating e-learning will impact professional duties and responsibilities. A tailing up at Stage 6 was also observed suggesting a nonuser that may be hesitant to use e-learning or that may alter how e-

learning is being used. The concerns uncovered by Al-Shabatat were like those observed in my study. Al-Shabatat conveyed that enhanced knowledge and skills of the innovation will result in increased interest, concerns about collaboration should be addressed through teamwork and coaching achieved by site visits and team meetings, and support is required for teachers inside and outside of their learning institutions. Providing these experiences to teachers will allow them to learn from and support one another throughout the process of innovation implementation. Some of the recommendations shared by Al-Shabatat are the same that have been included in the PD plan that I created.

Project Description

After analyzing the data from the SoCQ, a PD project was created for the kindergarten through Grade 6 ELA teachers in the Outstanding School District. The motivation for the 3-day PD project was the findings of the study, the teachers' concerns and challenges, that were uncovered during the study. The PD includes a PowerPoint presentation for all 3 days, research articles that demonstrate the effectiveness of the i-Ready online lessons, multiple handouts that accompany the PowerPoint, hands on experiences with the i-Ready program, and a feedback form (Appendix F). A folder for each teacher with all handouts will be provided. The following are agendas for each of the three days:

Day 1: Beginning of the Year – Administrators & Teachers	
TIME	EVENT
7:45 – 8:15	Breakfast
8:15 – 9:45	What is i-Ready?; Research on Effectiveness; Diagnostic Assessments; Questions
9:45 – 10:00	Break
10:00 – 11:30	Online Instruction; Questions
11:30 – 12:30	Lunch
12:30 – 1:30	Navigating i-Ready; Scheduling; Motivating Students; Questions
1:30 – 1:45	Feedback Survey
1:45 – 2:00	Break
2:00 -3:00	Independent worktime with support

Day 2: One Month Later – Administrators & Teachers	
TIME	EVENT
7:45 – 8:15	Breakfast
8:15 – 9:45	Data-Driven Differentiated Instruction for Small Groups and Individual Students
9:45 – 10:00	Break
10:00 – 11:30	Monitoring Online Instruction
11:30 – 12:30	Lunch
12:30 – 2:00	Collaborating with Students
2:00 – 3:00	A/A; Feedback Survey; independent work time

Day 3: Four Months Later – Administrators & Teachers	
TIME	EVENT
7:45 – 8:15	Breakfast
8:15 – 9:45	Analyzing & Responding to Student Growth/Adjusting Instruction
9:45 – 10:00	Break
10:00 – 11:30	Student Engagement Strategies
11:30 – 12:30	Lunch
12:30 – 2:00	Strategic Online Instruction
2:00 – 3:00	A/A; Feedback Survey; independent work time

Project Evaluation Plan

Through both formative and summative means, the effectiveness of the PD sessions will be evaluated. At the conclusion of each session, participants will be asked to provide feedback through a brief survey that consists of seven Likert-rating items, one open-ended question about the strengths of the session, one open-ended question about areas for improvement, and one open-ended question regarding their feelings about the value of the session. In addition, the participants will be able to share any questions they may have. Evaluation will also include a summative component, specifically a measure of any difference in use of the i-Ready online lessons at the end of each quarter of the school year. This information can be obtained through one of the reports generated from the i-Ready program. Gathering feedback at the end of each session may lead to adjustments at the start of the next session. The key stakeholders who will benefit from the project evaluation will be students, teachers who are able to observe any change in student performance in reading, administrators who are investing both fiscal and human resources for implementation and use of i-Ready, and other PD providers.

Project Implications

It is imperative to provide high quality PD that enhances teachers' attitudes toward and use of an innovation (Jackson, 2015). Wilkens (2015) posited that by evaluating teacher concerns, PD can be provided that specifically addresses concerns and allows appropriate supports to assist in moving teachers along the implementation continuum. Providing opportunities for teachers to engage in professional learning as a

team sets the stage for the formation of a PLC. As a PLC, the group is more likely to take ownership of learning goals established for the PD (Schaap & de Bruijm, 2018) and engage in self-reflective behaviors that will lead to improve instructional practices (Furqon, 2017). The PD project has the potential to create social change by building on the knowledge base of individuals responsible for providing effective PD.

The educators in this study conveyed concerns related to the implementation and use of the i-Ready program. At a local level, the PD will foster the development of a group of educators who, as a collective whole working in the capacity of a PLC, will increase their knowledge of the i-Ready program and will improve their ability to effectively use the online lessons as a Tier 2 reading intervention. The district has committed to financially support the implementation and use of i-Ready. By providing teachers with opportunities to extend their understanding of the proven effectiveness of the program and several workshops focused on the various components of i-Ready, they will be able to put into practice what they have learned. This may result in an increase in students' reading skills, skills that are critical for success in their formal school years and beyond.

Section 4: Reflections and Conclusions

Project Strengths and Limitations

Introduction

With input from a committee of teachers and administration, the Outstanding School District, a rural, public school in the southwestern region of NYS decided to purchase the i-Ready program in 2014. The program was to serve as a Tier 2 reading intervention. After providing an initial PD workshop to teachers, it was observed that the program was not being used to the extent or in the manner that it was intended. The purpose of this quantitative case study was to develop an understanding of teachers' concerns and challenges as they engage with the process of implementing the i-Ready online lessons as a Tier 2 reading intervention.

The findings of this study revealed that teachers conveyed concerns that are typically found in the early stages of innovation implementation. These concerns include self-concerns such as feeling that they do not have a solid understanding of the program and uncertainty about how using the program will affect them (Hall et al., 2006).

The PD project that was developed as a result of the findings focused on addressing the concerns conveyed by teachers. Specifically, learning opportunities were planned for teachers to increase their basic understanding of the effectiveness of the program, how both the diagnostic and online lessons can provide information about students' abilities, and strategies for using the assessment data obtained to deliver high

quality and targeted reading interventions based on the observed needs of either individual or groups of students.

In Section 4, I will present an analysis of the strengths and limitations of the PD project. In addition, a self-analysis of my growth as a scholar, researcher, and project developer throughout the doctoral process will be discussed. Lastly, in this section I have included implications for future research.

Project Strengths

The primary strength of this project is that it increases teachers' knowledge and understanding of an educational innovation that has, through research, been proven effective in remediating student reading deficits. The quantitative data collection methodology provided the opportunity to use analysis methods derived from mathematics thereby creating research that is objective and rational (McLeod, 2019). In addition, by developing a knowledge base from research conducted in the last 5 years and including data collected from eight teachers in one district who have had several years of engaging with the i-Ready program, the project design is sound. I supported the design of the project by reviewing articles and journals published within the last 5 years.

All teachers were expected to use the i-Ready online lessons as a Tier 2 reading intervention. However, documented use was well below the recommended time. The project provides the formulation of a PD plan focused on addressing the observed concerns that teachers possessed. Teachers will be given additional training that will include detailed information about i-Ready and time will be allotted for teachers to

engage with the various data reports and how to use them to provide individualized interventions. According to Darling-Hammond et al. (2017), “Professional development that is sustained, offering multiple opportunities for teachers to engage in learning around a single set of concepts or practices, has a greater chance of transforming teaching practices and student learning” (p. 15). Aligned with this, the project will provide for 3 full days of professional learning within 1 school year as opposed to a one-time workshop. Teachers will benefit from coaching, modeling, and support from an individual who has expertise with i-Ready and will have time to collaborate with one another and participate in active learning, characteristics of effective PD (Darling-Hammond et al., 2017).

Project Limitations

Although many strengths of the project exist, it is not without limitations. One of the traits of effective PD is teacher input into the content (Bayar, 2014). The content of the PD plan for this project was determined and created based on the findings of the study, and without direct input from teachers, making it a limitation. Another weakness of the study is that it based on one district and includes the opinions and views of eight teachers. Therefore, the PD plan will be limited as a result of the specificity of participants’ concerns that guided the development of the PD plan; the PD is applicable to the participants of the study and the Outstanding School District. An additional limitation of the study is the willingness of the teachers to actively participate and to maintain a growth mindset during the PD opportunities. As stated by Dweck (2016),

> Individuals who believe their talents can be developed (through hard work, good strategies, and input from others) have a growth mindset. They tend to achieve more than those with a more fixed mindset (those who believe their talents are innate gifts). (para. 2).

A final limitation occurs as a result of my role within the district. As the direct supervisor of the participants, data collection was limited to an anonymous, online survey consisting of Likert-rating statements. This did not provide opportunities for participants to expand upon their concerns through narrative means. Therefore, the PD plan was developed from what could be viewed as a limited scope of concerns.

To mitigate potential limitations, the feedback received after each PD session should be reviewed which may require minor adjustments to the plan for the next session. This will allow for teacher input thereby creating more of a growth mindset within the participants. The project concentrated on addressing the concerns expressed by teachers related to i-Ready.

Recommendations for Alternative Approaches

This study addressed the local problem of limited use of the i-Ready online lessons as a Tier 2 reading intervention. A 3-day PD project was chosen since most of the concerns noted by teachers fell within the first three stages of the SoC component of the CBAM. Although sustained, focused PD has a solid research base for effectiveness, an alternative approach to addressing the problem could be providing opportunities for teachers to complete site visits. There are several districts in the immediate area that use

the i-Ready program. Seeking out other educators who have successfully implemented and are effectively using i-Ready and would be willing to open their classrooms and engage in collegial conversations would be an appropriate alternative. Another applicable alternative would be to use the services of the district's Curriculum Coordinator. This individual could meet with each teacher independently to further evaluate concerns and provide explicit direction based on the individual teachers observed use of and expressed concerns about the i-Ready program.

The problem of limited use of the i-Ready program as a Tier 2 reading intervention could be defined and addressed in other ways. The problem could be defined as a lack of evaluation of fidelity of use or inadequately creating and conveying expectations set for use of i-Ready. In the first scenario, the problem could be addressed by establishing a schedule to regularly examine usage logs and conducting unannounced walk-through observations of the intervention classes in which the program should be used. The findings could then be discussed with the teacher and may bring to light any barriers to effective implementation by the teacher. For the second scenario, the problem could be addressed by having a formal meeting with teachers to share with them the expectations of the district for their use of the program. If teachers are given a clear directive on how many minutes per week students should be using the program, they are more likely to follow that guidance and incorporate the i-Ready online instruction into their instructional planning.

Scholarship, Project Development and Evaluation, and Leadership and Change

In this section, I will present a reflection on my development as a scholar, project developer/evaluator, and leader.

Scholarship

A scholar can be defined as an individual that possesses a great deal of knowledge, often related to a subject and through an institution of higher education (Cambridge University Press, 2019). When I embarked on the journey of becoming a scholar-practitioner through Walden University, I felt that I had a solid knowledge base of research as a result of the 9 years I spent completing coursework for my teaching and administration certifications, 6 years as a teacher, and 6 years as a building level administrator. These experiences included completing small-scale action research projects within my classroom, as well as completing reviews of current research that supported the ideals of research papers written to fulfill requirements of various degree programs. Progressing through the doctoral program at Walden University and now, at the culmination of the doctoral project study, I have, through self-reflective practices, developed a deeper understanding of the importance of embracing Walden's ideals of being a scholar-practitioner – using scholarly research to address real world issues that lead to positive social change (Walden University, 2019). The doctoral program has provided me with the skills necessary to develop and conduct research, skills that are necessary as an administrator to continuously evaluate and make improvements in the

field of education that may impact not only stakeholders within my district, but across the nation and world.

Studying the SoC and the CBAM framework in its entirety proved to be an extensive undertaking. Throughout my formal education, the CBAM framework had never been discussed. Using the CBAM as my theoretical framework required seeking out and digesting numerous articles and studies to develop a comprehensive understanding of it and how to effectively use the SoC as a guide to improve the implementation of an innovation. I enhanced my abilities to analyze quantitative data and use descriptive statistics to develop accurate conclusions.

The quality of writing as a doctoral student was also somewhat of a challenge for me. Throughout my undergraduate and graduate studies, I always received positive comments on the quality of my writing. Similar sentiments were received during the beginning coursework of the doctoral program. As I began the task of writing the dissertation/project study paper, I observed changes in the expectations that required me to push myself to improve in the area of scholarly writing.

Project Developer and Evaluation

At the start of the doctoral program, I reviewed the expectations for completing the final project study. As I began the project study research, I was not certain which form my project would take; however, it became clear after narrowing the topic of the project study. In my building level administrator roles of Director and Principal, determining PD needs and planning PD workshops was/is one of my responsibilities.

Assessing PD needs through survey format is a practice I use with teachers so I knew this would be a useful strategy to incorporate into my study project. My experiences throughout the doctoral study research and project development reiterated my understanding of the multiple considerations that need to be given such as connecting the project to the research questions, determining who the audience of the project would be, and if there are secondary audience members who may indirectly benefit from it. The area that I advanced my knowledge and understanding most is the importance of evaluating the PD that was provided. I recalled from attending workshops that participants were asked to complete a brief evaluation, typically where one new understanding was shared, how that learning would be taken back and implemented, and if there were questions that arose as a result of the PD. This practice was embraced and included in my project study.

Leadership and Change

Tomlinson (2019) stated that, "We don't need instructional leaders who see themselves as managing what is and who begin with *what* or *how*. We need instructional leaders who begin with *why* and inspire us to create classrooms that honor vision" (para. 10). My learning experiences throughout the doctoral program have increased my ability to get to the "why" behind issues in education, both locally and beyond. I embrace the notion that part of my responsibilities as a principal is that of an instructional leader. Completing my doctoral program has improved my knowledge in all areas of curriculum, instruction, and assessment. In addition, I have a more comprehensive understanding of

how to use research as a scholar-practitioner. This includes being able to locate and evaluate current research and incorporate them into identification and remediation of current issues. My project study allowed me to provide evidence to support the district's decision to allocate fiscal and human resources on an educational innovation that has been proven to improve students' reading skills. With various innovations and programs frequently introduced to teachers, I have acquired the ability to lead and collaborate with others to evaluate them.

Reflection on Importance of the Work

This study employed the SoC portion of the CBAM framework to evaluate teachers' concerns regarding implementation and use of the i-Ready online lessons as a Tier 2 reading intervention. While CAI has been around for some time, a review of literature within the last 5 years provided evidence of its effectiveness in addressing deficient reading skills. Related specifically to i-Ready, there have been a minimal number of studies conducted analyzing effectiveness; however, I was unable to locate any studies that discussed implementation of the program. Therefore, it was necessary to find studies that examined computer assisted reading intervention programs that were like i-Ready, specifically programs that used adaptive diagnostics to determine student deficiencies and address those using an online platform.

The importance of this research was to affect positive social change within the Outstanding School District that is experiencing low rates of reading proficiency for students in Grades 3 through 8 on the NYS ELA test. This was to be accomplished by

examining the concerns that teachers have surrounding the implementation of the i-Ready program and addressing those concerns through planned PD opportunities. Designing multiple days of PD allows for the teachers to grow with and from one another, and from an experienced individual, essentially developing as a PLC. Even though the PD plan consisted of three session, given my role within the district, it is my intention to continue to monitor changes in concerns and use of i-Ready.

As a result of this study, I have also furthered my understanding of the importance of taking into consideration the implementation process. As noted by Hall et al. (2006), concerns about an innovation will vary depending upon the user's knowledge of the innovation and early stage concerns must be addressed for implementation to progress. This knowledge will guide my future work as an administrator, education leader, and scholar-practitioner.

Implications, Applications, and Directions for Future Research

Implications

I created the PD sessions to address the research questions: (a) What are the most common Stages of Concern of K-6 English Language Arts teachers with respect to using the i-Ready online lessons as a Tier 2 reading intervention?, and (b) What challenges did K-6 English Language Arts teachers face when implementing the i-Ready online lessons as a Tier 2 reading intervention? An analysis of the quantitative data obtained through the SoCQ concluded that teachers' concerns were primarily within Stages 0 – 2 which indicate self-concerns associated with a desire to know more about the program and its

impacts. The PD opportunities will advance teacher's knowledge of how to effectively use the program as a Tier 2 reading intervention. It is possible that these changes will have a significant and positive influence on social change as teachers effective use of i-Ready as a tool to address deficient reading skills will improve both the quality of education and student performance and achievement.

For the literature review of my study, I conducted an evaluation of existing research that revealed several studies related to CAI, reading interventions, and the CBAM; however, there is limited research on the i-Ready program and no studies addressed the implementation process of i-Ready allowing the conclusion that there is a gap in existing research. My study, in conjunction with the PD plan created to address the findings, contribute to closing the gap as it advances the understanding of evaluating concerns using the SoCQ. In addition, I demonstrated through how to use concerns and challenges when creating PD for teachers.

Applications

Having served as the Director of Curriculum and Instruction for 5 years, and now in my second year as Principal in the Outstanding School District, I have designed and provided many PD opportunities for teachers. Completing this study has enhanced my understanding of how to assess concerns and use those to craft focused PD. By evaluating the comfort level of teachers with instructional resources and programs, insight is gained into what needs to be addressed and what new learning needs to occur before they can become adept at using an innovation.

Enhancing my ability to seek out other studies that are relevant to and address the issue being examined is an invaluable asset obtained from completing this project study. Beginning with the initial revelation of a problem, finding background research to provide enlightenment on potential ways of gathering data and generating solutions are skills that can be used in any area of educational research, from the small scale action research in a classroom to more larger scale research on issues that are impacting districts, states, or countries.

Directions for Future Research

Although this study adds to current research on assessing concerns pertaining to innovation implementation, there is a continued need for additional research that will extend understanding in this area. My study focused on a small group of teachers in one school district. Future research could include conducting a similar study with a larger sample size or in a district that has multiple schools.

Given that I am the supervisor of the participants in this study, only anonymous data could be collected creating a limitation of the study. Another possible avenue for extending the current research is to incorporate qualitative data collection methods, bringing in the other components of the CBAM framework – LoU and IC. This would allow more in-depth data and a deeper understanding of where individuals are in the innovation implementation process.

Conclusion

In Section 4, I discussed the strengths, limitations, and possible other ways that the findings of the study could be used to improve the implementation and use of the i-Ready program as a Tier 2 reading intervention at the Outstanding School District. In addition, I discussed reflections of my research and the project study derived to improve current practices, as well as the implications and applications of the study and possible directions for future research. In Appendix E, I will present the PD project that is a research-based product that will function as the catalyst to enhance teacher's understanding and knowledge of the i-Ready program, addressing their concerns and allowing the implementation and use of the program to advance.

My study addressed the limited use of i-Ready by examining the concerns of the kindergarten through Grade 6 ELA teachers in a rural district, undeterred by the initial teacher training when the program was introduced in 2014. The project is a result of the analysis of the quantitative data collected and a review of relevant and current literature. Using the SoC component of the CBAM, the framework for the study, I obtained and reviewed teachers' concerns with analysis conveying that seven of eight teachers' highest concerns and all eight teachers' second highest concerns fell within Stages 0 – 2 and are categorized as self-concerns (Hall et al., 2006).

I used a case study as the research method in my study. Creswell (2012) described a case study as "…an in-depth exploration of a bounded system" with bounded being defined as "…separated out for research in terms of time, place, or some physical

boundaries" (p. 465). Data collection methods were limited given my supervisory role of teachers. The case study methodology was chosen over other research methods as it provided the means to gather and document data through an anonymous, online survey allowing teacher concerns to be illuminated and effectively answer the research questions.

The prominent strength of my project study is the potential to elevate teacher's knowledge and understanding of implementing and using the i-Ready program in a manner that will cultivate students' reading skills. Existing limitations can be minimized by eliciting feedback from teachers at the conclusion of each PD session. Alternative approaches including using the advice of other, experienced educators and a curriculum specialist may be substituted or used in conjunction with the PD sessions.

Reeves (2010) posited that "High-impact professional learning has three essential characteristics: (1) a focus on student learning, (2) rigorous measurements of adult decisions, and (3) a focus on people and practices, not programs" (p. 21). The PD sessions that evolved from my study are aligned with these characteristics and will serve as the essential foundation to improved instructional practices that will yield increased student achievement.

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Appendix A: The Project

Introduction: Before we begin, I would like to discuss why we are here today. As you know, I completed a doctoral research project focused on the implementation and use of the i-Ready online lessons as a Tier 2 reading intervention. By collecting data through the anonymous, online survey, I was able to understand the concerns of using i-Ready and the barriers to effective implementation of the program. Using this information, I created a plan for 3 days of professional development that addresses the concerns and barriers. It is my hope that after participating in these workshops you will have a deeper understanding of i-Ready and how to effectively use the program to address deficits in reading skills of your students.

i-Ready
Professional Development for Classroom Teachers
Day 1 – Beginning of Year
Agenda

I. Welcome and introductions
II. What is i-Ready?
III. Research on Effectiveness
IV. Diagnostic Assessment
V. Questions?
VI. Break
VII. Online Instruction and Best Practices
VIII. Questions
IX. Lunch
X. Navigating i-Ready
XI. Scheduling
XII. Motivating Students

XIII. Questions

XIV. PD Evaluation

XV. Break

XVI. Independent Work Time

Materials Day One

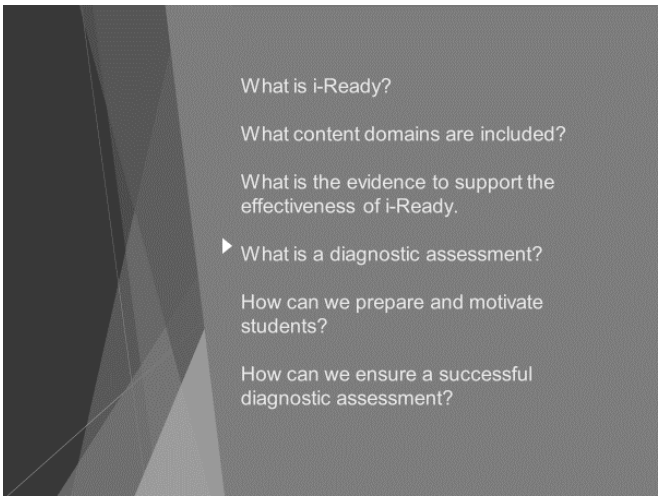
- Computer with SmartBoard access
- Computers for each participant (will be held in computer lab)
- Folder for each participant which will include:
    - Three research articles
    - Reading list
    - *How Does the i-Ready Adaptive Diagnostic Work?*
    - *Set Schedules*
    - PD evaluation form
    - Chart paper/markers

Day 1 PowerPoint

Slide 1

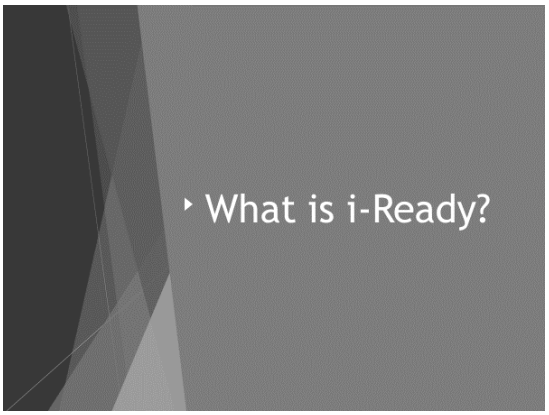
Good morning, all!
If you did not sign in on your way in this morning, I will pass around the sign-up sheet. Also, there is a folder which contains several handouts that will be referred to throughout the day. If you did not get one, please raise your hand and I will get one for you.

Slide 2



One of our learning objectives for the day is to develop a deeper understanding of what i-Ready is. Part of this will be to review the domains that are covered in the reading content areas. Second, we will look at some of the available research that supports the effectiveness of i-Ready. Finally, we will explore the diagnostic assessment and examine some strategies to prepare and motivate students allowing for a successful assessment.

Slide 3

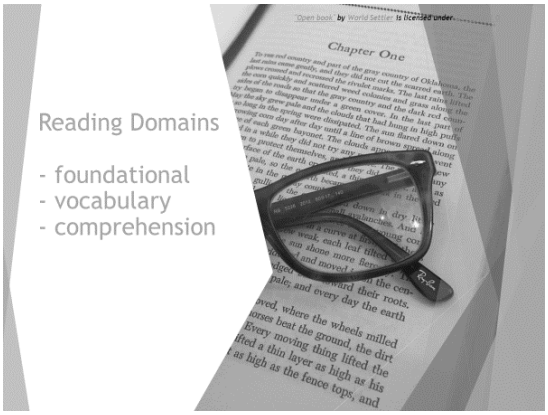


i-Ready is a computer generated, adaptive, individualized, diagnostic assessment that determines competency on NYS Common Core math and reading skills.

The adaptive diagnostic test is used to determine areas of student strength and need in key strands or domains. Results drive instruction as teachers work towards satisfying each student's individual needs.

During our professional learning workshops this year, we will be focusing on the reading content area.

Slide 4



Please look for the handout on the left side of your folder titled “i-Ready Reading Domains”. As you will see, the list is very comprehensive and aligns with the content on the NYS ELA standards.

The i-Ready program provides an audio feature which enables students to have the text displayed on the screen read to them. This varies by grade level and skill strand. Within the kindergarten to 4th grade level, audio is provided for the phonological awareness, phonics and high-frequency word skill strand lessons. For kindergarten through grade two, audio is available in the vocabulary domain and for kindergarten audio is provided in the reading comprehension domain.

The next handout on the left side of your folder is a complete lesson list for the i-Ready reading program. This document is arranged by grade level and gives the name and objective of the lesson. This will be a great resource to you as you become more familiar with the i-Ready program and work to assign students certain lessons to address areas of weakness uncovered through the diagnostic and growth monitoring assessments. file:///C:/Users/HP/Desktop/i-ready/iready-reading-lesson-list-2019%20(1).pdf

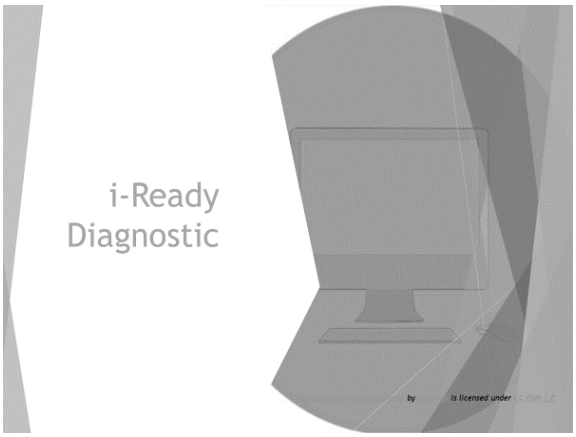
Slide 5

Jigsaw Activity: Split into three groups. Assign each group one research article. Allow time to read and discuss. Each group will write a brief summary paragraph and share what they have learned.

30 mins. for the activity

file:///C:/Users/HP/Desktop/i-ready/Bronson.pdf
file:///C:/Users/HP/Desktop/i-ready/NY-iReadyValidityReportExecutiveSummary.pdf
https://www.nwmissouri.edu/library/fieldstudies/2013/Todtfeld,%20Danny.pdf

Slide 6



As previously mentioned, i-Ready is a web-based, adaptive assessment of reading skills to sub-domain levels. It is an untimed assessment which takes about 45 – 60 minutes to complete and may be administered over multiple sessions.

i-Ready allows for prescribed differentiated instruction that is aligned to the Common Core standards. The diagnostic provides real-time, actionable data and reports to guide effective interventions. Student instructional plans are updated after each diagnostic which are given three times per year. This process allows progress to be tracked and instruction adjusted.

Available instructional resources include downloadable, teacher-directed lessons and online lesson modules.

Please take out the handout titled "How does the i-Ready diagnostic work?". file:///C:/Users/HP/Desktop/i-ready/iready-faq-how-iready-diagnostic-works-2019%20(1).pdf

This document thoroughly explains how i-Ready is adaptive and pinpoints the current performance level of students by adjusting the difficulty level of questions based on if a student's response is right or wrong. Students will have different assessments with each asking questions related to content students have and have not received instruction for. The final assessment score does not represent the number of questions answered correctly. Rather, the adaptive assessment allows an estimate of the student's reading proficiency.

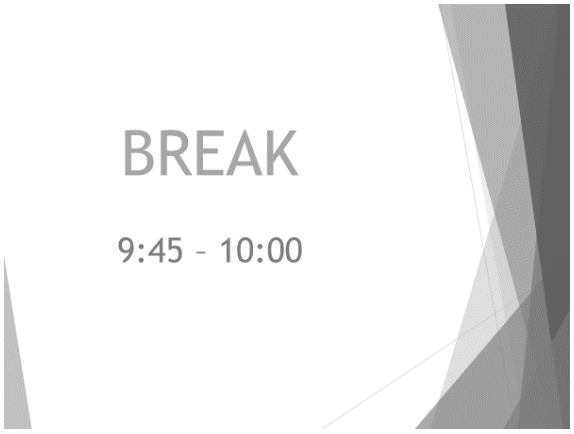
Because students will encounter some questions that are above their current level, it is imperative that they are well-prepared. This can be accomplished by discussing the i-Ready program with them, explaining that they will not be able to answer some questions and that is okay, it is all part of how the program is able to determine what skills they can use well and which they may need some practice with. Students need to be encouraged to do their best and if they get to a question they do not know the answer to, they should take their best guess and not spend too much time it.

To provide you with a deeper understanding of the diagnostic, i-Ready has prepared an introductory video that I would like to show you at this time. *(video is 55 mins.)*

https://www.casamples.com/downloads/storyline/Administering-the-Diagnostic/story_html5.html

Slide 7

Slide 8



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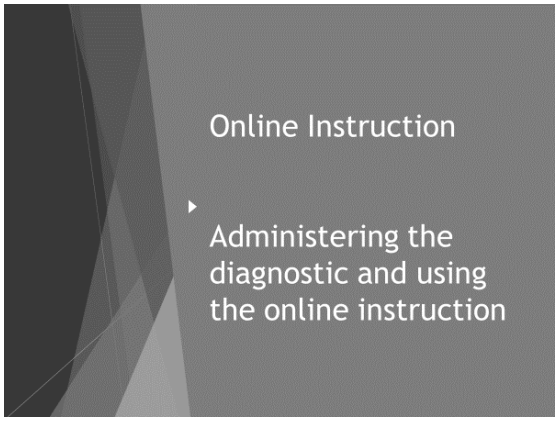


For the next portion of our workshop, our learning objectives are to learn about the online instruction component of the i-Ready program and to develop an understanding of the best practices for administering the diagnostic and online instruction components of i-Ready.

We will wrap up the morning session by exploring the additional resources available for effectively completing the diagnostic and using online instruction.

Slide 10

The online instruction component of the i-Ready program provides an effective, scaffolded lesson structure which includes explicit instruction at students' level (K-6), guided practice and graded activity for progress monitoring.

Students will engage with real-world situations and examples and cross-curricular content. Students will enjoy the program because of the engaging characters and will benefit from the multiple learning modalities that the program uses.

On the right-hand side of your folder, there is a one-page overview from Curriculum Associates that discusses research that supports the effectiveness of online instruction. Diagnostic data from over a million students in kindergarten through eighth grade in the 2017-2018 school year who was obtained. An analysis was completed looking at the differences in gains on the diagnostic between students who used the online lessons and those that did not. When used for 45 minutes or more per week, significant learning gains were observed for students with key subgroups examined including non-Caucasian, SWDs, economically disadvantaged and ELLs. These findings were significant enough that the i-Ready program has been approved through ESSA and is deemed an "evidence-based" program.

For the next part of our session, I would like everyone to log into i-Ready. When you are set, I would like to share a video from CA that explains how to use the online instruction reports.

http://i-readycentral.com/all-resources/?id=17399&personaType=teacher

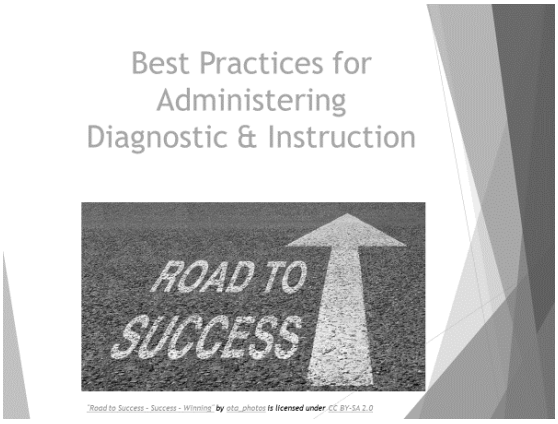
Stop video at various points and allow teachers to find the place in their i-Ready that is being referenced in the video.

Answer any questions teachers have during this brief review.

Ask all participants to go to i-readycentral.com/articles/digital

Next, ask participants to form a line going from longest time in education to least. Count off by 3s. Get into groups – I will join the group with 3. Assign each group one of the first three sections in the video on Best Practices for i-Ready Online Instruction. Watch video and take notes to become the expert. When finished, they will choose one person from another group and spend 10 minutes discussing their video clip (each participant talks for 5 mins). Complete the same process a second time which will allow all participants to become familiar with each of the video sections.

Slide 11



Using chart paper to write down responses, ask participants to volunteer to share what they have learned so far about the best practices for administering the diagnostic and online instruction.

Goal is to get the following:

- Explain to the students how you will use i-Ready.
- Explain that each student's diagnostic is unique.
- Model the diagnostic and instruction for your students.

- Tell students to take each question/lesson seriously.
- Encourage the use of the audio prompts.
- Remind students that the test is untimed.
- Check your equipment to make sure everything is working.
- Make plans for students who finish sooner than others.
- Allow the use of paper and pencil for Math.
- Conference with your students periodically.
  If all not received, pose questions that allow participants to generate.

Slide 12

The last activity that we will do, which will take us up to a brief question and answer time, is to take some time to explore on your own the additional resources that are available.

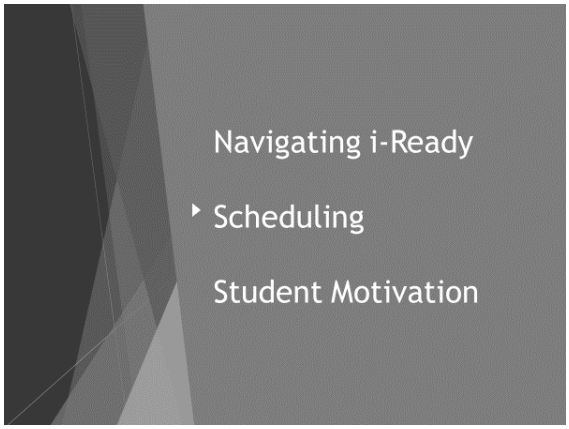
Please go to i-readycentral.com Once there, on the left-hand side click on getting started. Scroll down to the bottom of the page and review the PowerPoints for getting students ready for the diagnostic and getting students ready for online instruction. You can advance in the power point to your grade level. These are available to you and may become a tool for you to modify and use in your class.

30 mins.

Slide 13

Slide 14

Slide 15



We are going to begin our afternoon focusing on three specific learning objectives.

First, we will learn how to navigate through i-Ready. Then we will learn how to set up a schedule for the diagnostic and online instruction. And finally, we will examine some ways that we can motivate students to do their best.

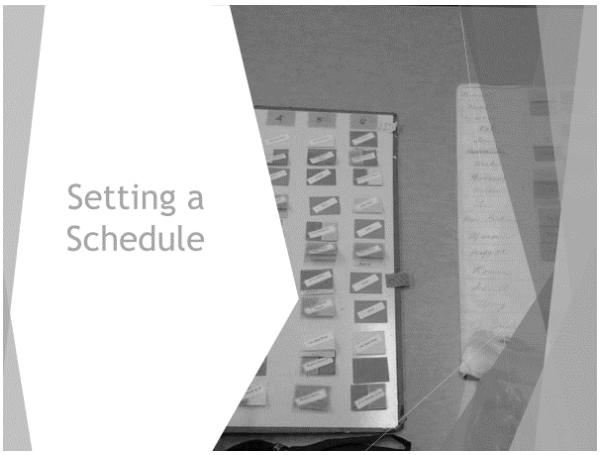
Slide 16

Navigating i-Ready is not as difficult as using the navigation tools seen in the background here.

Play the 4-minute video for group.

http://i-readycentral.com/articles/understanding-i-ready/

Slide 17



In your folders, there is a copy of the “Set Schedules” document provided by CA.

We will take some time to review and discuss the four key components of creating effective schedules. If you turn to the last page in the handout, there is a graphic organizer. As we discuss the four elements, please fill in those that are applicable to you.

Let’s begin by looking at number 1: Determine all schedule elements. This is accomplished by examining what you need to get done daily, including teaching, planning and the numerous other things.

Chart paper: Ask for responses. Write items down as participants list them.

Use the same process to create a chart for #2: What resources do you have available to you and when.

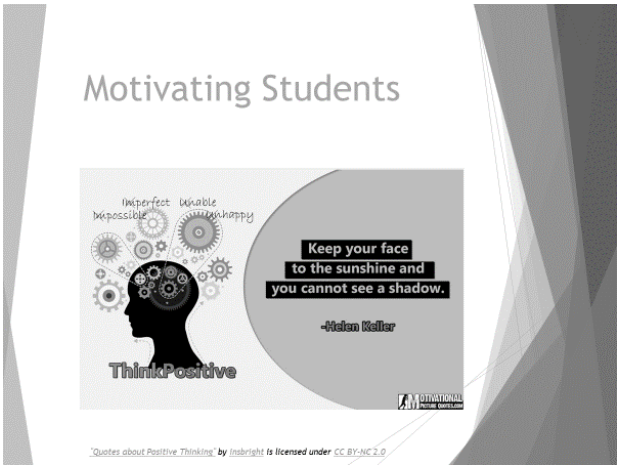
Plan – how much time will be given for other classroom activities and/or instruction?

Reflect/Refine – The plan that you initially came up should not be set in stone. You may need to be flexible. You know your students best and you will know the best way to fit the online instruction into your daily schedule. Please remember, though, that the research we discussed earlier was based on students using i-Ready online instruction at least 45 minutes per week.

Include in folder a copy of the teacher’s master schedule.

Allow 20-30 minutes for grade level teachers to work together. Departmentalized teachers will work alone.

Slide 18



There are a few simple things that you can do to motivate students.

First, energize students. This can be accomplished by creating a bulletin board that acknowledges students' achievements or using pledge sheets. Whatever way you choose, motivating students to be productive and do their best should be the end goal.

Second, create goals for individual students and for your class. Take some time to go over the diagnostic report with students, showing them the graph with predicted achievement levels and set realistic, attainable goals. Another great idea is conducting a data chat with both your class and individual students.

Students become motivated when they receive encouragement. Monitor students as they complete the diagnostic and work through their online lessons. If you see they are becoming disengaged, give them a short break. Give positive praise for those who are working their hardest and not giving up. Use other strategies such as encouragement cards or completion certificates.

Finally, communicate with parents early and frequently. Let them know what the i-Ready diagnostic is and how you will be using the online instructional tool to provide differentiated instruction to their child. Share with them ways that they can help prepare their child by providing encouragement at home for students to do their best. Send parents reports after the diagnostic to keep them informed of their child's performance.

You will find some additional resources on the i-Readycentral website for developing students' positive mindsets and increasing their motivation.

Slide 19

We have covered a great deal of information today. Are there any questions that you have at this time?

As you return to your classrooms and begin to think about and start using the diagnostic and online instruction, I encourage you to jot down any questions that may arise. We can talk about them during our next session.

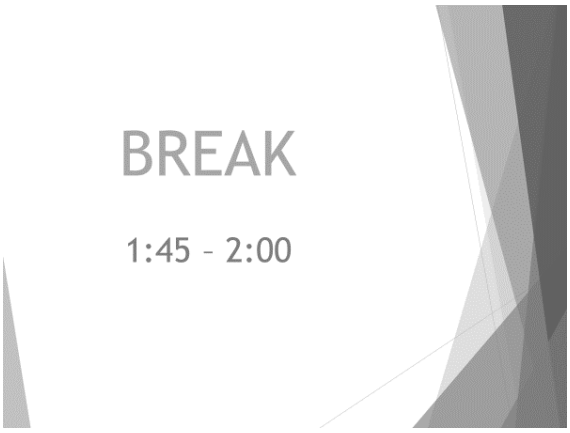
Slide 20

Before we move onto the last part of the day in which you will be given time to work independently, I would like for you to complete a brief survey about today's professional development session. Your feedback will allow me to ensure that our time spent together during the next two schedule sessions will include addressing any concerns you may have about the i-Ready program.

On the right-hand side of your folder, there is a paper survey. Thank you in advance for your honest feedback.

Give until 1:45.

Slide 21



We will take a short break to get a drink, use the restroom, etc.

Please return promptly at 2:00. For the reminder of our time together today, you can take time to review any of the resources on the i-Ready central website or dig deeper into any reports currently available from your student's diagnostic assessment.

Slide 22

Welcome back.

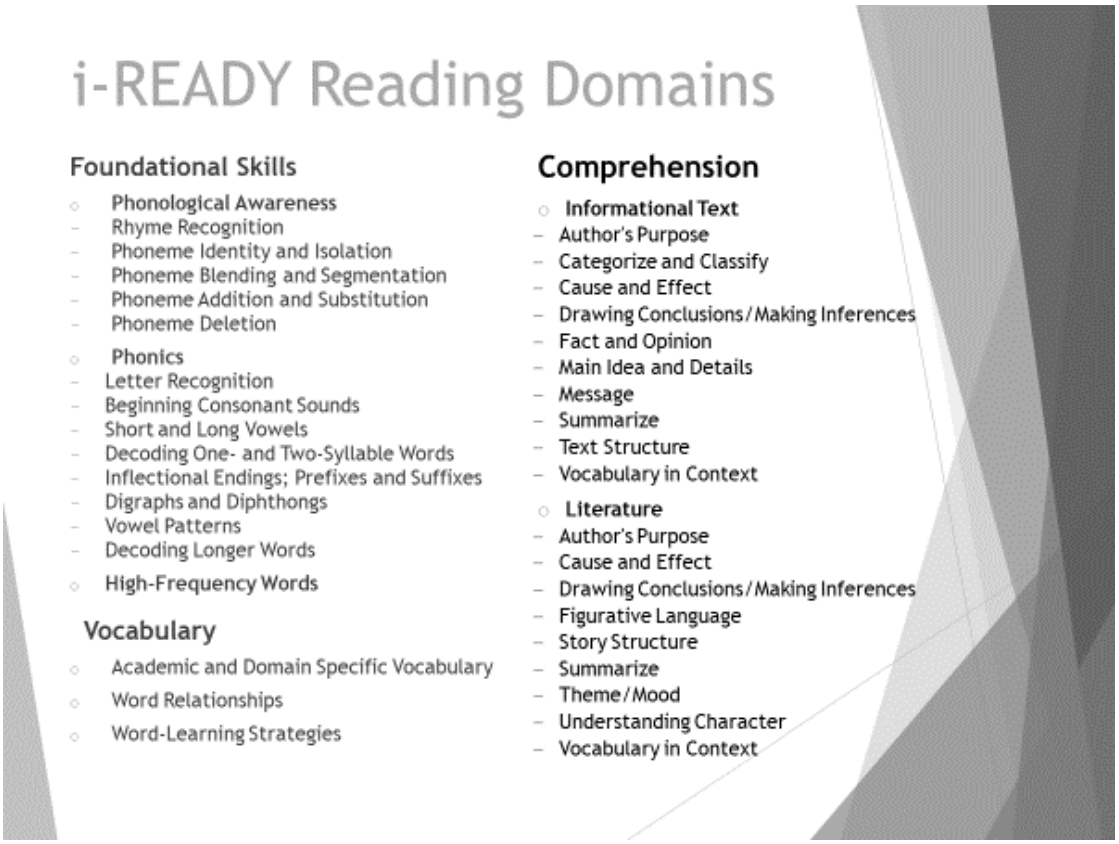
As previously mentioned, the next hour is your time. Please feel free to explore the i-Ready program and instructional resources.

If you have questions or need assistance, I would be happy to assist you.

Slide 23

Copies of handouts for Day 1:

Slide 4:



77-page handout from Curriculum Associates:

file:///C:/Users/HP/Desktop/i-ready/iready-reading-lesson-list-2019%20(1).pdf

Slide 5 Research Articles:

file:///C:/Users/HP/Desktop/i-ready/Bronson.pdf
file:///C:/Users/HP/Desktop/i-ready/NY-iReadyValidityReportExecutiveSummary.pdf
https://www.nwmissouri.edu/library/fieldstudies/2013/Todtfeld,%20Danny.pdf

Slide 6

i-Ready

How does the *i-Ready* adaptive Diagnostic work?

Overview

i-Ready Diagnostic is a type of computer adaptive test that matches the difficulty of test questions to the ability of each student. As students answer questions correctly, the test gets more difficult. As students answer questions incorrectly, the test gets easier. In both scenarios, the test adapts to find the precise ability of each student in the quickest, most efficient way possible.

Understanding the *i-Ready Diagnostic*

The Diagnostic starts each student at a difficulty level based on an educated guess that includes their chronological grade level. As students answer questions correctly or incorrectly, the test adjusts up or down, with questions of varying difficulty, until the assessment reaches the level of difficulty that is "just right" for each student.

This means that on the *i-Ready Diagnostic*:

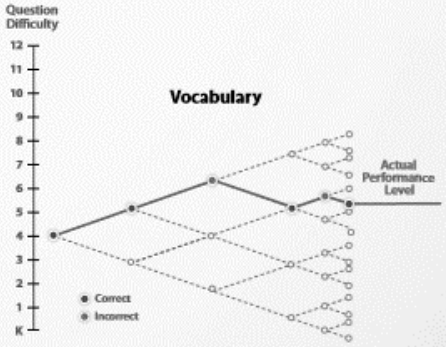
- **No two students will take the same test.** Just as every student has a different ability level, every student will have a different test experience.
- **Students will see material teachers haven't covered.** This is an intentional part of the design of the adaptive assessment. Students may see above-grade level material and below-grade level material.
- **Every student will receive a challenging test.** The Diagnostic is designed for students to get about 50% of the questions correct and 50% incorrect to help identify their precise abilities on a range of skills.
- **A student's assessment score is not based on the number of items answered correctly.** A student's score is determined by making adjustments after each item to determine their proficiency level estimate.

Because students will struggle with some questions, it is important for teachers to prepare their students before they take the Diagnostic. It helps when teachers:

- **Explain to students in an age-appropriate way how the Diagnostic works** and prepare them for questions that are very challenging.
- **Encourage students to try their best and make their best guess if a question seems too difficult.** It is better for a student to guess and move on than to try for too long to get a question right.

Example

Maria is a fourth grade student. After starting her out at an estimated ability level based on her chronological grade, **the test increases in difficulty as she answers items correctly (the green dots) and decreases in difficulty as she answers items incorrectly (the red dots)**. As Maria completes the *i-Ready Diagnostic*, the test zeroes in on her actual ability level across a range of domains and sub-domains in reading or mathematics.



For Getting Students Ready for the Diagnostic Presentations and other tools, visit i-ReadyCentral.com/GetGoodData.

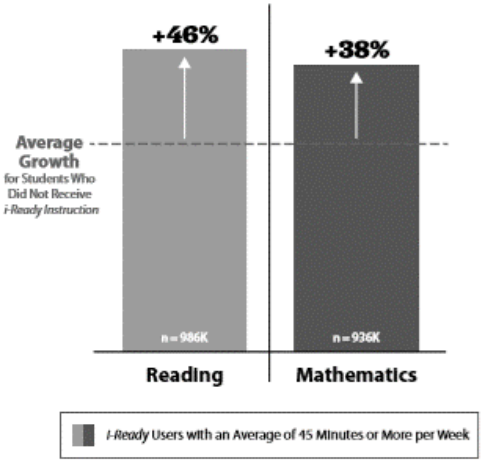
Slide 10

i-Ready

Online Instruction Is Proven to Work

With limited time available and so many demands, you want to make sure you and your students are only spending time on programs that are proven to work. You can be confident that *i-Ready Instruction* is an effective solution for all students.

Score Gains for Students Receiving *i-Ready Instruction* Relative to Students Not Receiving *i-Ready Instruction*



Comprehensive research using data from more than one million students in Grades K–8 who took the *i-Ready Diagnostic* during the 2017–2018 school year found that students who used *i-Ready Instruction* experienced greater learning gains than students who did not use the program across all grades and subjects. The learning gains were significant for students who received an average of 45 minutes or more per week of *i-Ready Instruction* for each subject.

- **Learning gains were significant across key student subgroups**, including Non-Caucasian Students, Students with Disabilities, Economically Disadvantaged Students, and English Learners.
- The strength of the evidence gathered means that *i-Ready Instruction* **meets the ESSA criteria** to be considered an "evidence-based" program.

> ***i-Ready does a fantastic job targeting my students' needs while keeping them engaged.*** *I have seen growth from every student who uses the program.*
>
> —Teacher

> *It is a great way to improve student growth and also* ***gives the teacher great tools to do this.***
>
> —Teacher

> ***It is the strongest tool that I have ever come across in my 40 years in education,*** *and I can tell you that if you implement it with fidelity, your children will grow exponentially.*
>
> —Principal

Slide 17

Set Schedules

Initially my concern was, how is it going to fit into the day? I've found that i-Ready is a great resource. It's a resource that helps me support my struggling students, reinforce and practice skills we've hit on in class, and challenge my gifted students.

—Middle School Teacher

Time is precious and addressing all of your priorities can be challenging. Thinking about your schedule proactively and strategically can help—and is one of the first steps to successfully implement *i-Ready*!

To create effective schedules:

1. **Determine All Schedule Elements:** Identify everything you need to fit into your schedule each day, including instruction, planning, and other routine activities.
2. **Identify Resources:** Determine which resources are available to you and when.
3. **Plan:** Figure out how much time you want to allocate to different classroom activities and instructional practices.
4. **Reflect and Refine:** Continually reflect on your schedule and adjust as necessary.

Create effective schedules with the tips and tools that follow!

For more information, visit i-ReadyCentral.com/SetSchedules.

i-Ready

Tips and Tools for Setting Schedules

Every classroom is unique with individual student needs, student–adult ratios, and varied time for instruction. Consider these practices for creating a classroom schedule. **Access all the resources marked with a ⌕ at i-ReadyCentral.com/SetSchedules, or download each individually by entering the terms in the search bar.**

Identify All Schedule Elements

Consider the instructional elements you have to balance during your school day: whole class and small group instruction, Online Instruction, student engagement, and your own planning and monitoring. Also consider scheduled assessments, collaboration with colleagues, data use priorities, and other curriculum requirements. Identify all elements you want to incorporate.

Identify Resources

Identify resources available to you, such as technology, curricula and student materials, school and human resource supports, time, etc. If other educators also use these resources, collaborate to make a plan for sharing.

Plan

Determine how much time you have with students for daily and weekly instruction. Decide how much time you'll allocate to whole class instruction, small group rotations, and *i-Ready* Online Instruction. Allow students to aim for 45 minutes of Online Instruction to stay in the recommended range of 30–49 minutes per subject each week.

- ⌕ *Elementary Sample Schedules*
- ⌕ *Middle School Sample Schedules*
- ⌕ *Scheduling Worksheet*

Reflect and Refine

Reflect on what worked and what could be improved in your classroom schedule. Ensure students have enough time to meet instructional priorities, including Online Instruction usage goals. Adjust and create a refined schedule when needed.

Sample Schedules

Use the guidance below to think about how you can start to incorporate small group rotations and Online Instruction into your weekly practice given your schedule.

Remember to make it manageable: *As you become more comfortable with planning and coordination, adjust your schedule to best meet your students' needs.*

Sample 1: Weekly

Incorporate small group rotations once a week and ensure students have time for *i-Ready* Online Instruction to meet their goals.

	Monday	Tuesday			Wednesday	Thursday	Friday
50 min	Whole Class Instruction	Explanation and Questions for the Day			Whole Class Instruction	Whole Class Instruction and Questions for the Day (15 min)	Whole Class Instruction
		SMALL GROUP ROTATIONS					
		Small Group Teacher-Led Instruction	Independent/ Collaborative Group Work	*i-Ready* Online Instruction		*i-Ready* Online Instruction in the Computer Lab or the Classroom (35 min)	

Sample 2: Daily

Once you've set a working routine for small group instruction, begin to incorporate it into your schedule on a more frequent basis. In this example, the time given to each small group rotation remains the same every day, but learning objectives and activities change as necessary.

	Monday–Friday			
60 min	Whole Class Instruction			
	SMALL GROUP ROTATIONS			
60 min	*i-Ready* Online Instruction	Small Group Teacher-Led Instruction	Independent Work	Collaborative Group Work

Sample 3: Manage Rotations and Online Instruction across the Week

Your schedule may require you to manage small group rotations in chunks over the course of a week. Organize students into three small groups. Each group engages in a different station every day until they've experienced all rotations. Utilize time outside of your instructional block to allow students to use Online Instruction for the recommended range of 30–49 minutes per subject each week.

	Monday			Tuesday			Wednesday			Thursday–Friday
20 min	Flex Time: *i-Ready* Online Instruction			Flex Time: *i-Ready* Online Instruction			Flex Time: *i-Ready* Online Instruction			Flex Time: *i-Ready* Online Instruction
20 min	Whole Class Instruction			Whole Class Instruction			Whole Class Instruction			Whole Class Instruction
5 min	Small Group Explanation			Questions			Questions			
25 min	**Group 1:** Small Group Teacher-Led Instruction	**Group 2:** Independent Work	**Group 3:** Collaborative Group Work	**Group 1:** Collaborative Group Work	**Group 2:** Small Group Teacher-Led Instruction	**Group 3:** Independent Work	**Group 1:** Independent Work	**Group 2:** Collaborative Group Work	**Group 3:** Small Group Teacher-Led Instruction	

Scheduling Worksheet

Elements Key:
WC = Whole Class
SG = Small Group
OI = Online Instruction
SE = Student Engagement
P = Planning
T = Transitions

Reflect:

Use the space below to reflect on your current schedule.

Identify Schedule Elements What are the elements of your class time? How are you currently using them?	Identify Resources What resources and technology do you have access to? How are you currently using them?

Plan and Refine:

Use the space below to organize and plan how you will use available schedule elements and resources.

Time Blocks	Monday	Tuesday	Wednesday	Thursday	Friday

  **Download this worksheet at** I-ReadyCentral.com/SuccessGuides.

Slide 20

Professional Development Evaluation Form

Date: _____

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

The objectives and agenda of the session were clearly communicated.	1 2 3 4 5
The objectives of the session were relevant to my learning.	1 2 3 4 5
The activities of the session helped me to better understand the stated objectives.	1 2 3 4 5
The research materials supported the professional development experience.	1 2 3 4 5
The activities of the session met my learning style as an adult learner.	1 2 3 4 5
The stated objectives were met by the presenter.	1 2 3 4 5
I plan to use what was learned at the session.	1 2 3 4 5

Please comment:

Areas of strength: Specifically, what did you find effective in the professional development experience?

_____
_____
_____

Areas for improvement: Specifically, how could the professional development experience be improved?

_____
_____
_____

What did you value most from this professional development session?

_____
_____
_____

What questions do you still need answered about implementation of the i-Ready program?

_____
_____
_____

i-Ready
Professional Development for Classroom Teachers and Administrators
Day 2 – One Month Later
Agenda

I. Welcome and introductions

II. Effectively Using Data to Meet the Needs of Small Groups and Individual Students

III. Questions

IV. Break

V. Monitoring Online Instruction

VI. Adjusting Online Instruction Based on Student Needs

VII. Questions

VIII. Lunch

IX. Collaborating with Students

X. Questions

XI. Break

XII. PD Evaluation

XIII. Independent Work Time

Materials needed:

- Computer with SmartBoard access
- Computers for teachers (will be held in computer lab)
- PD Evaluation Form
- Folder for each participant which will include:
    - Data Analysis Guide

  - How can teachers monitor students' Online Instruction progress and respond to meet their needs?
  - Monitoring Online Instruction: Instructional Planning Guidance
  - What should I do if a student runs out of lessons from their current chronological grade before the end of the academic year?
  - What should I do if I notice a student is moving through their online lessons significantly slower than peers?
  - Setting goals with students.
  - Planning for a student data chat.
  - Student data tracking guidance.
- Chart paper/markers

PowerPoint

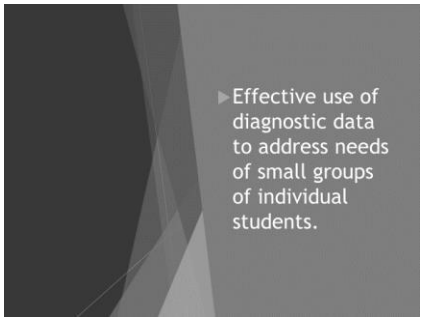
Slide 1

Good morning, all and welcome to day 2 of our professional learning workshop for i-Ready. There is a sign in sheet on the front table.

I want to begin by thanking you for your feedback at the conclusion of our last meeting.

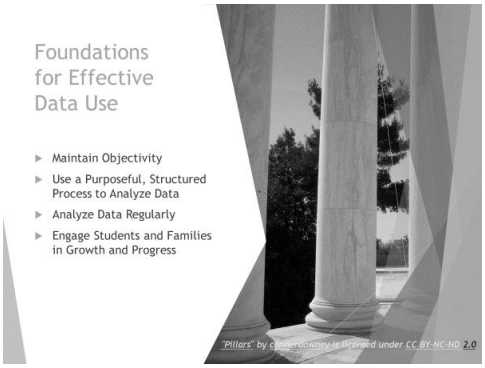
** Content of day 2 may be revised depending on the feedback received from at the conclusion of day 1.

Slide 2



We have a very busy day today so let's get started. Our learning objective for the first part of the day is to discover how to effectively use data obtained from the i-Ready diagnostics to address needs of small groups and individual students. These are the students that we would generally consider to be receiving a Tier 2 intervention.

Slide 3



First, we will talk a little bit about the foundations of effective data use.

Often educators will bring their opinions and beliefs about students into conversations about student performance data. These preconceived notions can result in decision-making that is not truly data driven. What teachers know about their students is important; however, analyzing data through an objective lens will provide a clear understanding of what students can and cannot do.

To effectively analyze data, we must engage in a process that is purposeful and structured. As we begin the process of data analysis, it is beneficial to allow our work to be guided by a specific question. In doing so, answers about student performance and what action steps need to be taken to enhance performance can be generated. One common form on such structured processes is to use a data protocol.

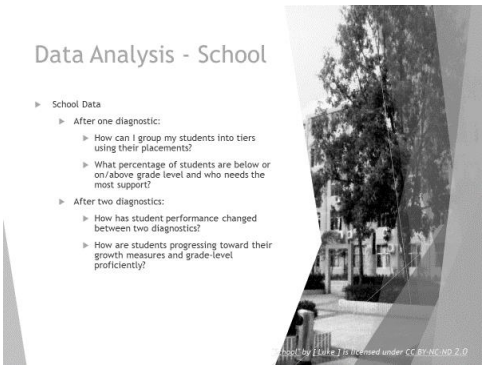
Data analysis is an iterative process which must be analyzed on a regular basis. In doing so, we can accurately pinpoint students' strengths and needs. Using guiding questions and observations, we can infer and draw conclusions that allow us to generate solutions to be implemented in a timely manner and reflect upon completed action steps resulting in improved student achievement.

The final piece of effective data use is to engage students and families in conversations about student achievement. We can conduct data chats with students and families which allow everyone to understand students' strengths and where there is a need for improvement. We can include students and parents in goal setting and in celebrations when students reach their goals. These practices will promote a sense of ownership by students.

Each of these foundational components of effective data use will allow cultivation of a strong data culture in our classrooms.

5 mins.

Slide 4



On the left-hand side of your folder, there is a copy of the data analysis guide provided by Curriculum Associates. This can also be found at i-Readycentral.com

I will be asking you to look at various pages in this packet as progress through our workshop today.

When the diagnostic assessments have been completed, data can be viewed and analyzed at both the school and classroom levels, as well as for individual students.

First, we will talk some about school data. Some questions that can be answered using this data can be found on page 2 of the guide. At this time, we will be focusing on data from diagnostic only. We will discuss online instruction reports later today.

Read questions aloud.

Please look at page 3 in the guide. *Give a few minutes to review.*

The sample report page 3 provides various information that can be viewed in the school report which would typically be used by administrators and for us, our curriculum coordinator. We won't spend a great deal of time going over this information, but I want you to see what information can be used to guide our decisions as a district regarding instructional materials used for whole group instruction.

About mid-page, labeled number one, there is a graphic of what we recognize as an RtI pyramid. The bottom green portion shows how many students tested at grade level. Moving up the pyramid, the yellow represents students who would be considered at Tier 2 being one grade level below and then the red being students who are at Tier 3., two or more grade levels below.

Just to the right of this, number two, we can see the same type of information but in this case, it is showing placement by domain, breaking the data apart into the six different reading domains assessed by i-Ready.
Number three on this page show a placement summary. What you see here is the percentage of students assigned to tiers based on the diagnostic. This information can be used to evaluate which students would benefit from additional support, potentially as a reading intervention using the online component of the i-Ready program.

There are also options in the drop-down menu, labeled number 4, in which you can see the data categorized by class or report group. The report group feature can be used by assigning students to a group and assigning them to the intervention.

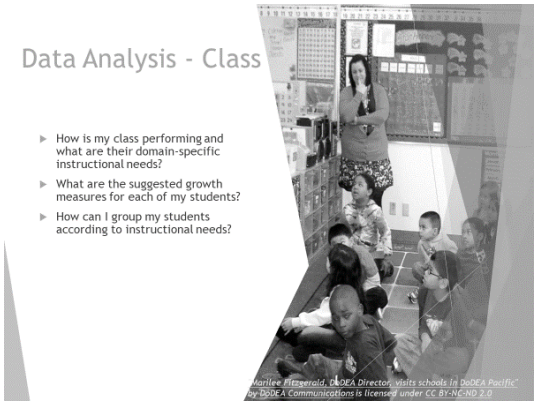
At the bottom of the page, CA has given some suggested action steps.

On the next page, page four, the same basic information is provided but is to be used after two diagnostics have been administered and allows a comparison of data between the two assessments.

Just as we saw previously, there is a graphic like the RtI pyramid showing on/above and those categorized as a Tier 2 or Tier 3 based on their performance with a comparison of two diagnostics. There is also the placement by domains, a placement summary, and the option to choose between school, class and report group.

30 mins.

Slide 5



We are going to jump ahead to page 7 in the guide and talk some about using data for a class. The questions that can be answered from this data include *read questions from slide*. Again, we are going to focus only on the data relevant to diagnostics covering the online portion later.

Please look at page 8. Here is an example of a report for class data. We can see in number one that the same concept of the RtI pyramid is presenting but in a pie chart format. Number one shows the overall placement of students in the class as tier 1 being on or above grade level, tier 2 being one grade level below and tier 3 conveying students at two or more grade levels below expected performance.

The chart labeled number two shows a placement by domains. You can really delve deeper into student performance here, as shown in number three, as individual student performance can be observed as a scale score, overall placement or specific domains. An additional data component in this report is seen in number four. Here you can see what would be considered expected typical growth for students as well as a growth measure stretched.

I would call your attention to the note underneath the graphic on this page as the date range will need to be adjust after the second diagnostic is administered. Again, there are suggested actions list at the bottom of the page.

The final report I would like to examine at this time can be found on page nine of the guide. This report allows you to see how students are grouped based on the results of their diagnostic assessment and is very useful when planning for Tier 2 or Tier 3 interventions.

Looking at the top section with the green number two, you can click on the grouping heading to access instructional materials and resources including PDFs of lessons and an

indication of which lessons from the NY Ready books would be most appropriate and beneficial for students. These would primarily be for teacher-led interventions. However, using the groupings, lessons can be assigned in the online instructional portion.

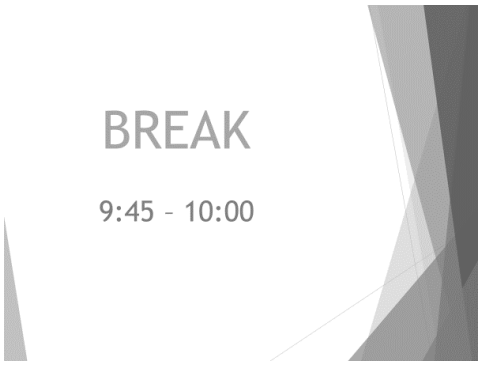
As conveyed on this page, there is additional data that can be analyzed from this report including scale scores, domain placements, and Lexile and Quantile measures that can assist in determining small group interventions.

30 mins.

For the remainder of the time until break, have teachers log into their accounts and begin retrieving the data reports discussed thus far.

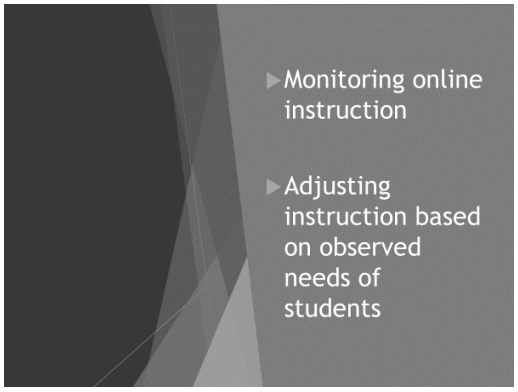
Slide 6

Slide 7



Thank you all for your attention and efforts this morning. We will take a 15-minute break.

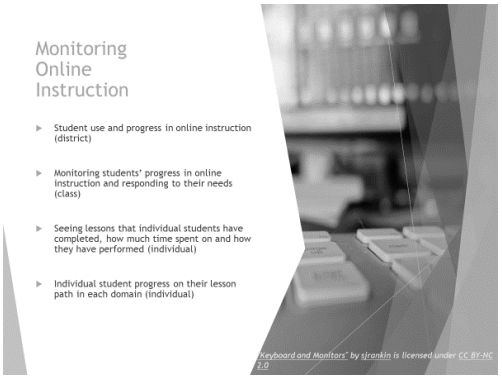
Slide 8



Welcome back. For our time together until we break for lunch, our learning objectives are to learn how to effectively monitor online instruction and adjust it based on the observed needs of students.

We can all agree that time is limited during the day. As such, we want to be sure that we are using the i-Ready online lessons in a way that ensures students are spending enough time to achieve the maximum benefit of an evidence-based intervention.

Slide 9



If you will, please turn to page six in the guide to see an overview of the school data report for online instruction. As this is geared more for administrators, we will not spend a great deal of time here, but I want you to know the types of data that is available.

The first section of this report conveys an overall lesson time on task. To achieve the maximum benefit of the online lessons, CA recommends that students spend a target of 45 minutes per week per subject. When looking at this report at a school level, it can be sorted by class, report group or grade. In addition to time on task, there is also

information about how many lessons students have passed, another critical piece of effectively using the online instruction. The last key piece to this report is the alert which shows if a significant number of domains are shut off, the red x symbol or a yellow caution symbol if students are struggling with lessons. *Answer questions.*

Next, we will look at the report for online instruction at the class level. If you would, turn to page 11 in the guide. Here we can again see that alerts are available for domains being shut off and lessons that particular students are struggling with, indicated by the number one on the graphic. The section of the report labeled number two provides a distribution of students for time on task and percent of lessons passed in both bar and pie chart format. As mentioned already, the optimal time for students to be spending engaged with the online lessons is 45 minutes per week. The final piece of the data report, labeled number three, is student performance. This can be sorted by time on task and percent of lesson passed by clicking on the small arrows next to each category on the table. *Answer questions.*

The last report we will talk about at this time is the student data report for online instruction which can be seen on page 15 in the guide. For student data retrieval, you need to select the student and the date range for online instruction. The data obtained, noted number one of the graphic, will include current and past lessons portrayed using a bar graph as you can see on page 15 shows as a blue bar. An analysis can be made as to whether students are making progress for each domain within the reading category. The program carries through the alerts for domains turned off, the red x symbol, and the yellow caution for lessons that students are struggling with, marked number two on the graphic. These alerts should be addressed before allowing students to continue with the online lessons. The number three on the graphic represents the final component of this report and shows lesson completion, if the lesson was passed or not, and how much time the student spent on each lesson. *Answer questions.*

When it is all put together, you are able to monitor data on a regular basis and respond immediately to demonstrated needs. Celebrating student successes should also be a consistent part of reviewing student data, a topic we will discuss in greater detail later.

30 mins.

Slide 10

There are three FAQs that CA has addressed and are included in your handout on the right side of your folders.

The first of the FAQ sheets addresses questions that teachers may have about how to monitor online instruction progress and effectively respond in a way that will meet the needs of individual learners. The most prominent areas to monitor are the overall time students are spending on online instruction and that completed lessons have an adequate pass rate. Are students working at least 45 minutes per week? Are their scores for completed lessons at least 70%? Additional questions to consider are: Has a routine been established that ensure students are productively working on online lessons. Whether this takes the form on a center activity or if you are planning only one time per week, it should amount to at least 45 minutes. Consideration needs to be given to time required to log on. Individual student needs should also be considered here. If a student has testing accommodations, they may require more time. The back side of this page provides guidance on planning online instruction. This is a great resource that will hopefully assist you as you enhance your knowledge of and ability to use the i-Ready online instructional tool.

The second question answered is, What should I do if a student runs out of lessons from their current chronological grade before the end of the academic year? If a student completes all lessons for their current grade level, the program will automatically give lessons from the next grade level. Care should be taken to closely monitor student progress in the online lessons to ensure they have mastered the content for their grade level. This is accomplished by running a student report for online instruction. The report will show each student's lesson path including both completed and current lessons. If it is observed that a student has an upcoming lesson that is not their current grade level, this indicates all grade level lessons have been completed. At this point, a decision must be made to allow them to go on, to add additional lessons, or to provide enrichment activities. Looking back at the student report to see how well they did on lessons, which

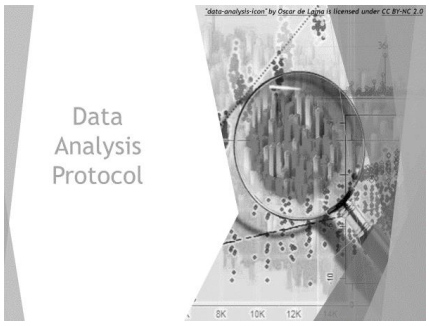
lessons were completed, the time on task, and if there are one of the alerts displayed. Advancing beyond the current grade level is acceptable but it is recommended not to advance more than two grade levels.

The final FAQ document addresses the question, What should I do if I notice a student moving through their online lesson significantly lower than peers? If slow student progress is observed, immediate action should be taken. This includes reviewing an online instruction class report to review the percent of lessons passed and time on task. If a low number of lessons has been completed compared to time on task, the review should be taken one step further by drilling down into lessons taken to examine total runtime. This will allow a conclusion as to whether time on task correlates appropriately with time to complete the lessons or not. There are some possible root causes and responses provided on this page.

Allow discussion about any of these; answer questions.

30 minutes

Slide 11



To finish out the morning, we will spend the rest of the time reviewing a data analysis protocol provided by CA. A copy of the protocol begins on pages 16 through 19 of the data analysis guide.

Go through the three pages with everyone. Then, work through this protocol with the group having each teacher choose a reading domain to evaluate (will use class report). 30 mins. or whatever time is left until 11:15 which allows time for Q & A.

Slide 12

Slide 13

Thank you all for your efforts this morning. When we return after an hour lunch, we will take a look at some strategies for collaborating with students and have some additional time for you to complete the data protocol or, if finished with that, spend some time engaging with the other reports we have covered this morning.

Slide 14

The learning objective for the afternoon is to learn how to use the strategy of collaborating with students to further enhance our use of the i-Ready program.

Brainstorm activity – ask teachers to share any ideas they may have for collaborating with students. Write responses on chart paper. As the next several slides are covered, refer back to list – elaborate or introduce strategies.

The ideas you have shared are excellent ways that we can engage and empower students allowing them to take ownership in their learning. The goal is for students to be excited about i-Ready, particularly their progress and growth.

Please take the packet of strategies for collaborating with students from the right-hand side of your folder.

15 mins.

Slide 15

Data can be a very powerful tool if used appropriately and effectively. One way to collaborate with students is through data conversations or data chats. During these conversations, teachers can engage students in the process of identifying strengths, areas for growth, goals and specific actions needed to achieve their goals and ultimate growth.

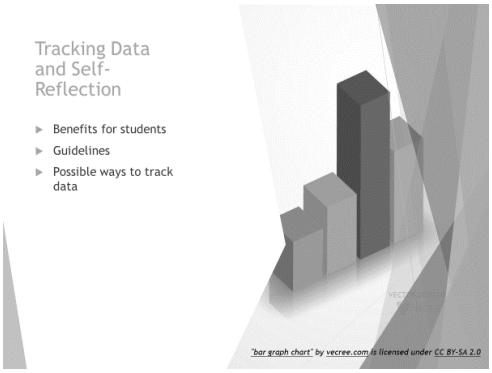
CA has a short video in which a teacher holds a data chat with a student. As we watch, see if you can recognize when they discuss each of these components.

Play video and then lead a group discussion about each of the points listed on this slide. The next page in your resources is a guide for preparing to have a data chat with students.

Spend a few minutes reviewing.

20 mins.

Slide 16



When we work with students to track their performance data it promotes ownership and allows both goals and the processes needed to reach the goal to stay fresh in both the students' and our own minds. Data tracking also allows students to see their growth.

Some of the benefits to students include enhanced effort and progress, promotion of buy-in by students to reach their goal, increases motivation, inspires self-regulation and nurtures a sense of belonging. All of these benefits will enhance achievement.

When planning for data tracking with students, it is important to promote reflective practices which can take the form of asking students to consider what they learned and what areas they could possibly do better in. These conversations can lead to new individual goals. They may also lead to developing a classroom goal. However, during reflective conversations with students, the focus should always be on their performance and not a comparison of performance between or among students. Any documentation created from data chats or conversations can be incorporated into discussions with parents to highlight effort and success while also conveying areas in which students can improve and ways that parents can help their child be successful. There are ideas and resources available at i-Readycentral to assist you in preparing for effective data conversations.

15 mins.

Slide 17

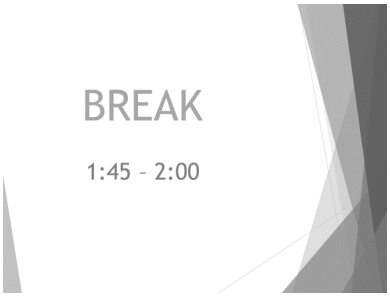
Slide 18

I would like for you to complete a brief survey about today's professional development session. Your feedback will allow me to ensure that our time spent together during the next session will include addressing any concerns you may have about the i-Ready program.

On the right-hand side of your folder, there is a paper survey. Thank you in advance for your honest feedback.

Give until 1:45.

Slide 19



Slide 20

Ask teachers to finish the data protocol from the morning session. If complete, allow teachers to work on anything they would like during this time.

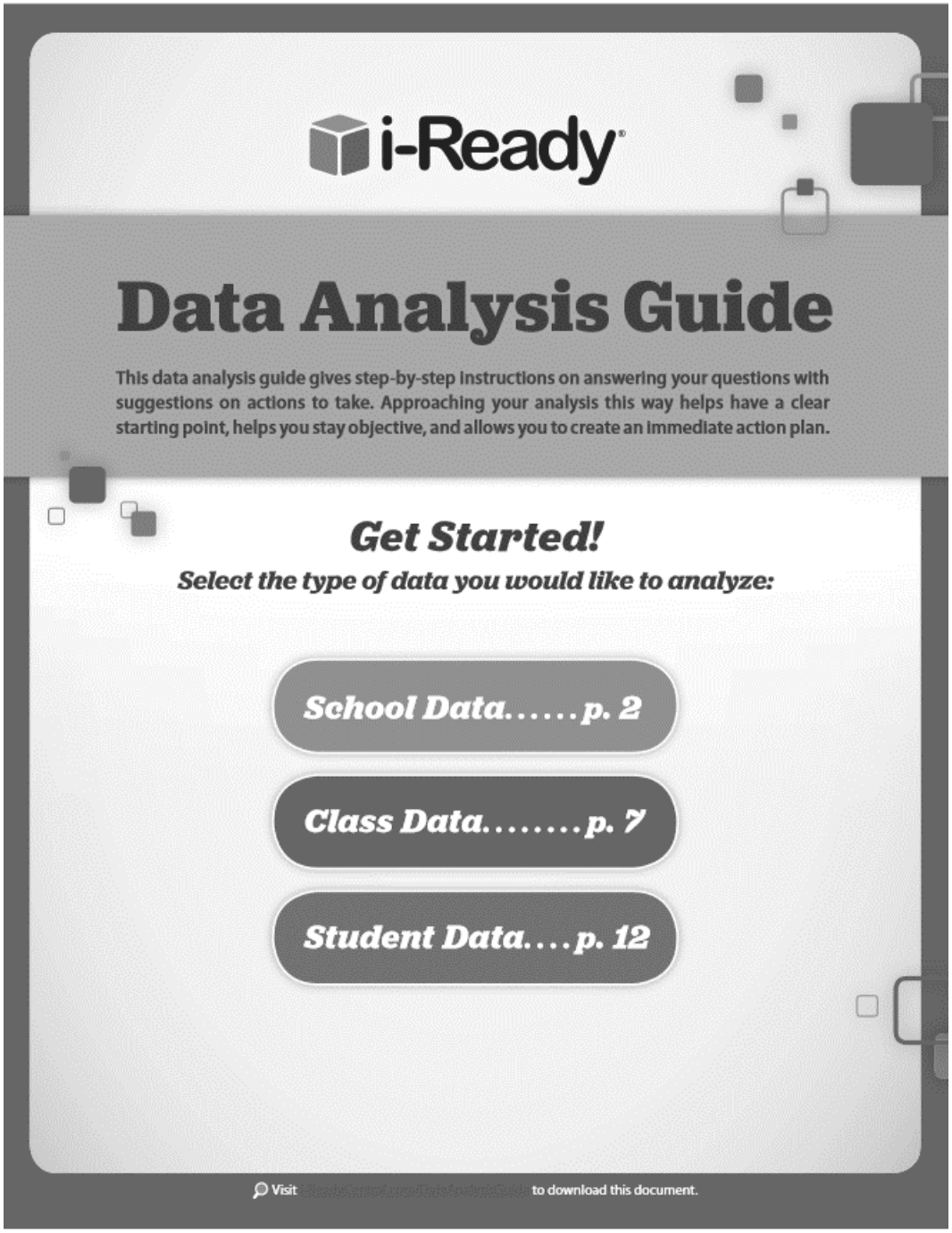
I would ask that you hold onto the handouts and folder and bring them to our next PD workshop.

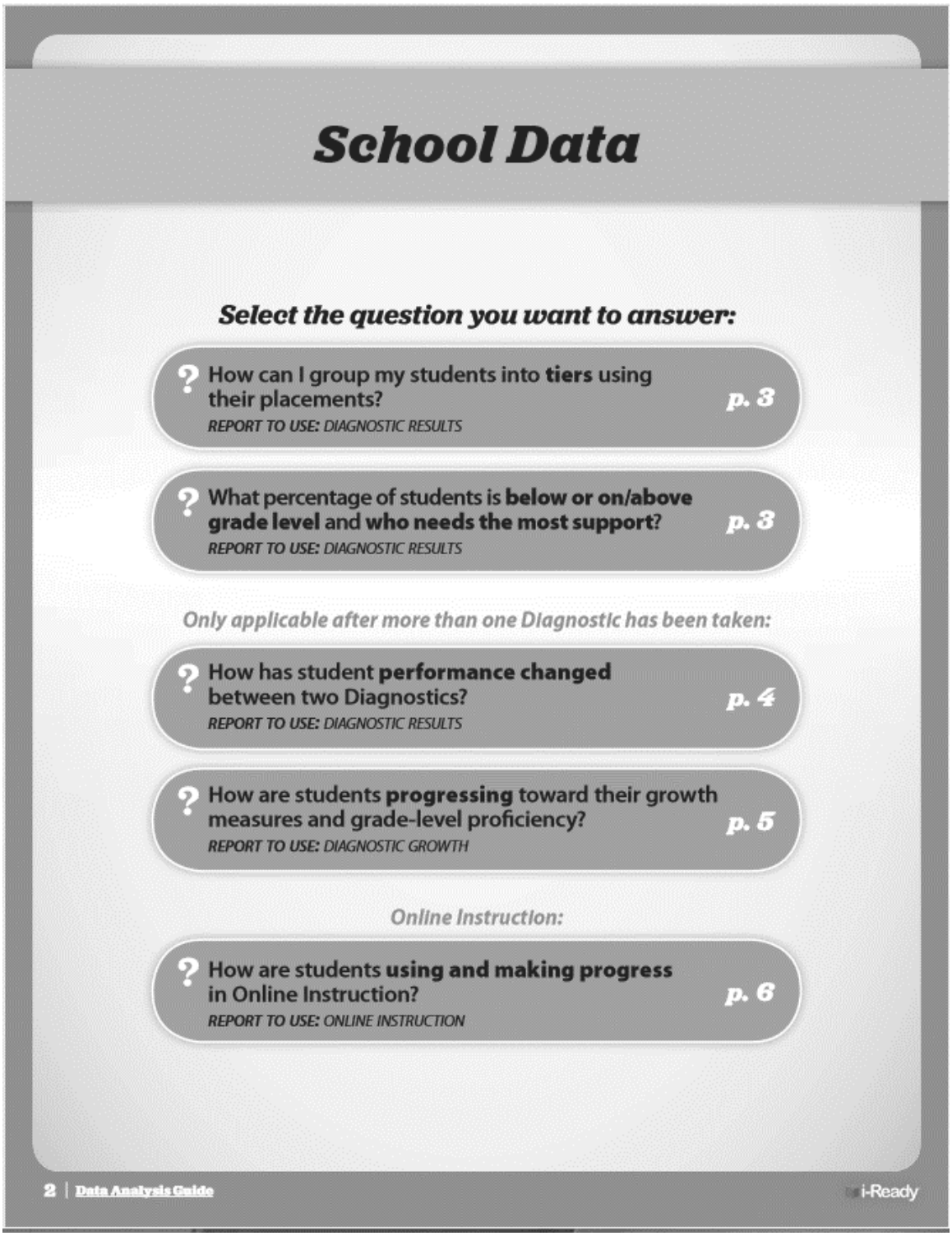
Slide 21

Before we dismiss for the day, I would like to say thank you. Your attention and efforts throughout the day are greatly appreciated. I hope that you have many new resources that will assist you in your planning and implementation of the i-Ready program.

Handouts for Day 2

Slides 4-9




School Data
Select the question you want to answer:
How can I group my students into tiers using their placements? p. 3
REPORT TO USE: DIAGNOSTIC RESULTS
What percentage of students is below or on/above grade level and who needs the most support? p. 3
REPORT TO USE: DIAGNOSTIC RESULTS
Only applicable after more than one Diagnostic has been taken:
How has student performance changed between two Diagnostics? p. 4
REPORT TO USE: DIAGNOSTIC RESULTS
How are students progressing toward their growth measures and grade-level proficiency? p. 5
REPORT TO USE: DIAGNOSTIC GROWTH
Online Instruction:
How are students using and making progress in Online Instruction? p. 6
REPORT TO USE: ONLINE INSTRUCTION
2 | Data Analysis Guide
i-Ready

School Data

How can I group my students into **tiers** using their placements?

What percentage of students is **below or on/above grade level** and **who needs the most support?**

(If looking for how student performance changed between two Diagnostics, see p. 4)

Report to Use

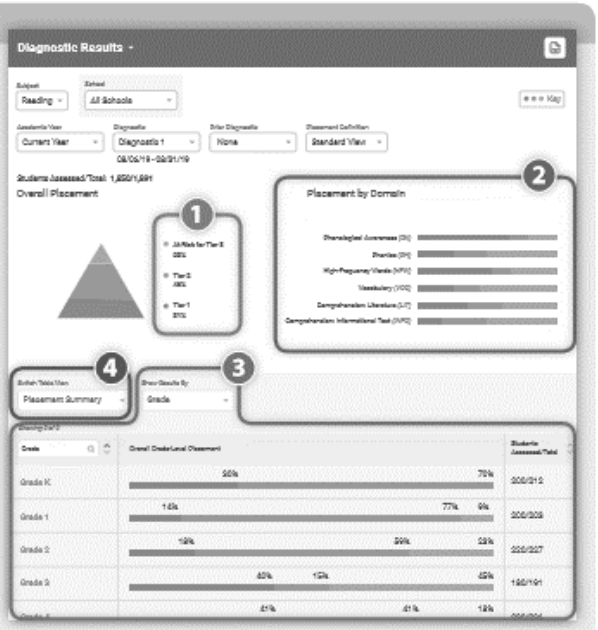
Diagnostic Results (School): Select ***Reading*** or ***Math***.

Report Criteria to Select

- Select the **Diagnostic**.
- Select your **Placement Definition**. *For more information, see p. 20.*

Data to Focus On

1. **Overall Placement:** Examine the percentage of students in each *i-Ready* tier based on placements.
2. **Placement by Domain:** Analyze which domains are the strongest and which need the most support.
3. **Placement Summary:** Use the dropdown menu to show results by Grade, Class, or Report Groups:
   - What percentage of students is in each *i-Ready* tier based on placements?
   - Who can benefit from additional support?
4. **Needs Analysis and Placement by Domain:** Use the dropdown menu to switch the table view to:
   - Explore which domains need the most support across the grades, classes, or report groups in the school
   - A specific domain that you've identified as a focus to more deeply understand student performance in that domain



Suggested Actions

- **Identify areas of potential focus** (e.g., grade levels or classes). Examine the number of students assessed out of the number of students enrolled. *For worksheets to help you analyze your data, see p. 16–17.*
- **Set goals:** Create schoolwide goals for the next Diagnostic.
- **Celebrate** performance and/or progress toward goals.
- **Create a plan to address opportunities:** Plan observation schedules and teaching support, conduct data chats with staff, and/or consider grouping students by using the Instructional Groupings report.

School Data

How has student **performance changed** between two Diagnostics?
How can I group my students into **tiers** using their placements?
What percentage of students is **below or on/above grade level**, and who **needs the most support?**

Report to Use

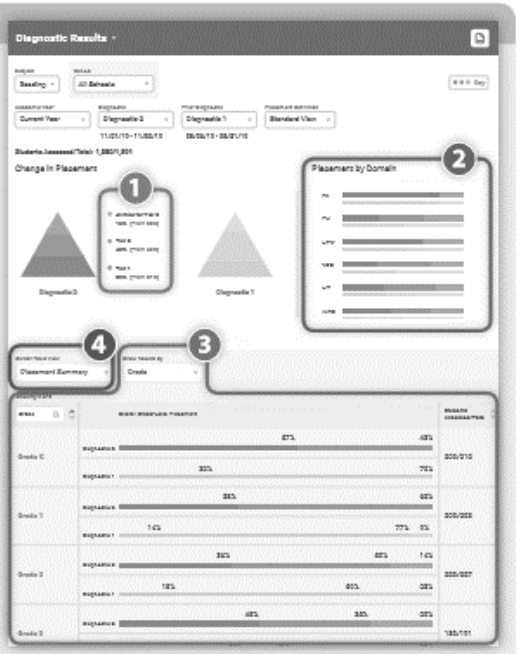
Diagnostic Results (School): Select ***Reading*** or ***Math***.

Report Criteria to Select

- Select the **Diagnostic** and **Prior Diagnostic**.
- Select your **Placement Definition**. *For more information, see p. 20.*

Data to Focus On

1. **Change in Placement:** Examine the percentage of students in each *i-Ready* tier based on placements, and examine the change in this percentage.
2. **Placement by Domain:** Analyze which domains are the strongest and need the most support. Examine how students are progressing in each domain.
3. **Placement Summary:** Use the dropdown menu to show results by Grade, Class, or Report Groups:
   - What percentage of students is in each *i-Ready* tier based on placements?
   - Who is making progress since the prior Diagnostic?
   - Who can benefit from additional support?
4. **Needs Analysis and Placement by Domain:** Use the dropdown menu to switch the table view to:
   - Explore which domains need the most support across the grades, classes, or report groups in the school
   - A specific domain that you've identified as a focus to more deeply understand student performance in that domain and see how students are progressing



Suggested Actions

- **Identify areas of potential focus** (e.g., grade levels or classes). Examine the number of students assessed out of the number of students enrolled. *For worksheets to help you analyze your data, see p. 16–17.*
- **Set goals:** Create schoolwide goals for the next Diagnostic.
- **Celebrate** performance, improvement, and/or progress toward goals.
- **Create a plan to address opportunities:** Plan observation schedules and teaching support, conduct data chats with staff, and/or consider grouping students by using the Instructional Groupings report.
- **Examine the Diagnostic Growth report** to deep dive into growth data.

School Data

How are students **progressing** toward their growth measures and grade-level proficiency?

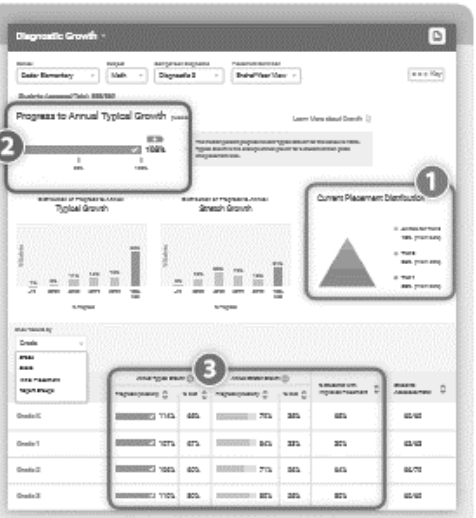
Report to Use

Diagnostic Growth (School): Select ***Reading*** or ***Math***.

Report Criteria to Select

- Select the **Comparison Diagnostic** you want to review.
  Note: Placement Definition defaults to the End-of-Year View. For more information, see p. 20.

Data to Focus On



1. **Overall Placement:** Look at the Current Placement Distribution triangle.
   - What percentage of students is in each *i-Ready* tier based on placements?
   - What was the change in the percentage of students in each *i-Ready* tier based on placements?
2. **Overall Growth:** Look at the Progress to Annual Typical Growth bar graph.
   - How is the school making progress toward Typical Growth?*
3. **By Grade, Class, Initial Placement, or Report Groups:** Look at Progress toward Annual Typical Growth, Progress toward Annual Stretch Growth, and % Students with Improved Placement. Identify areas where additional support is needed by showing results for Grade, Class, Initial Placement, or Report Groups.
   - Where is progress being made?
   - Where is additional support needed?
   - Consider if students:
     - Are making expected progress toward their Typical Growth
     - Are making progress toward their Stretch Growth**
     - Made an increase in their placement

Suggested Actions

- **Interpret the data:** *For worksheets to help you analyze your data, see p. 16–17.*
  - Examine grade levels, classes, and/or students to analyze growth and placement.
  - Click on a class to dive deeper into class-specific data.
  - Consider grades, classes, and/or students who are not making expected progress toward Typical Growth for additional support.
- **Have data chats:** Discuss data with teachers to identify progress toward goals, bright spots and areas for improvement, and to plan next steps.
- **Celebrate** grades, classes, or students for bright spots and accomplishments.

**Most schools, grades, and classes should expect to see at least 50% median progress at midyear when the second Diagnostic is given about halfway between the initial and end-of-year Diagnostics, with equal periods of instruction between each assessment. When the midyear Diagnostic is scheduled earlier or later in the year, expected Progress to Annual Typical Growth will vary proportionally. **Our research shows that 25%–35% of students will reach Stretch Growth in an average district. It is important to remember that Stretch Growth measures differ significantly from student to student and class to class, making it problematic to set uniform Stretch Growth goals for aggregations of students. For more information on Typical and Stretch Growth measures, search "FAQ: Using i-Ready as a Growth Measure" on i-ReadyCentral.com.*

School Data

How are students **using and making progress in Online Instruction?**

Report to Use

Online Instruction report (District/School):
Select ***Reading*** or ***Math***.

Report Criteria to Select

- Select the **School*** and **Subject**.
- Confirm the Date Range you want to review.

*District administrators choose **All Schools** to view results for the district.

Data to Focus On

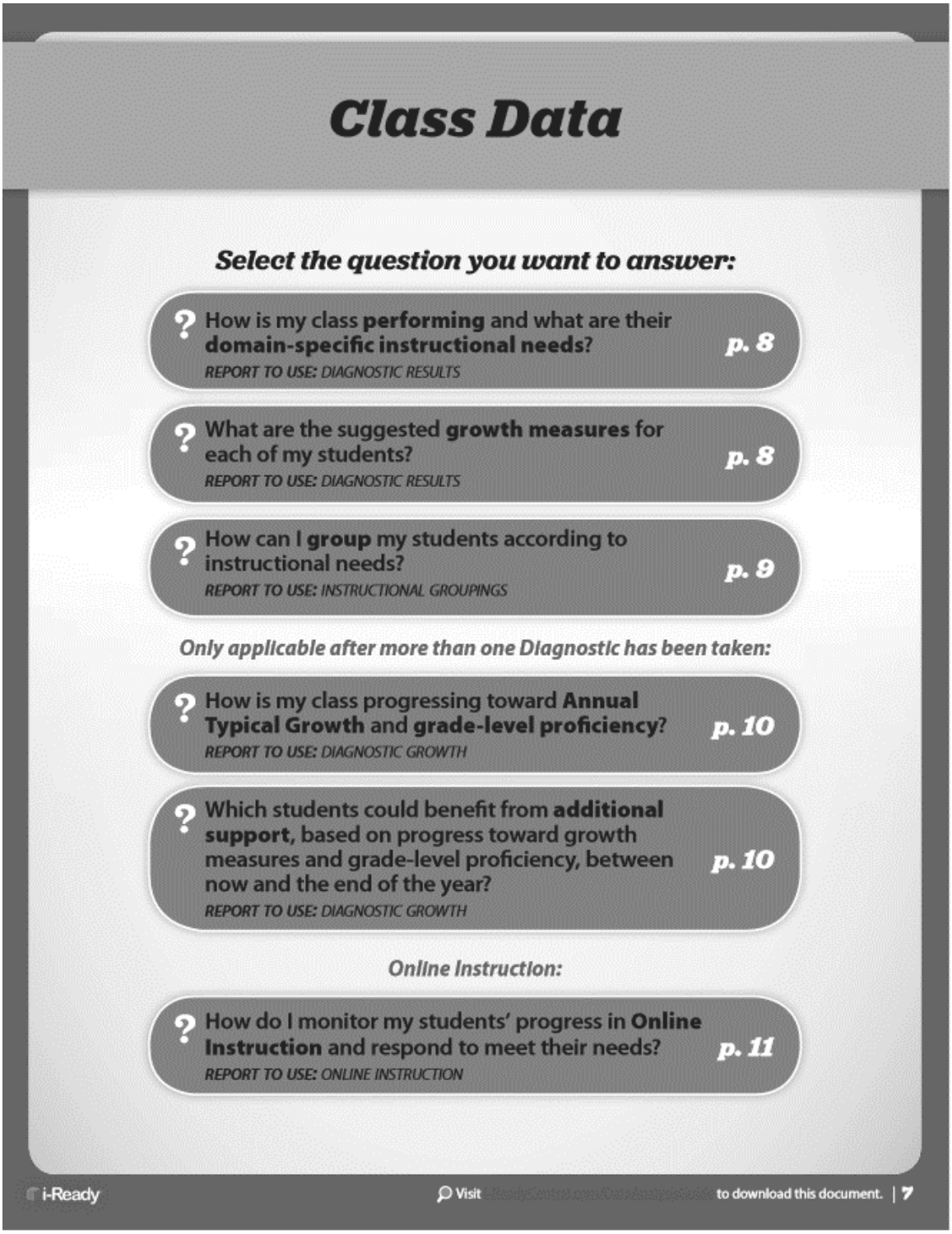
1. **Review Overall Lesson Time-on-Task:** Review how your school or district is using Online Instruction.
   - What percentage of students is in the recommended range of 30–49 minutes of Lesson Time-on-Task?
2. **Review Overall % Lessons Passed:** Review how your school or district is progressing with Online Instruction.
   - What percentage of students passed more than 70% of their lessons?
3. **Detailed Review:** Sort by Class, Report Group, or Grade. (District Administrators, sort by School or Grade). It's critical to review both Lesson Time-on-Task and % Lessons Passed together to accurately assess progress and identify the best response.
4. **Lesson Alerts:** Review Online Instruction lesson alerts.
   - Which schools, grades, or classes have a significant number of Domain Shutoff alerts (⊗) and Struggling with Lessons alerts (⚠)?

Recommendations: Aggregate groups should maintain 30–49 minutes of Online Instruction per subject per week with 70%–100% of lessons passed. Consider which groups:

- Are in these recommended ranges for Lesson Time-on-Task and % Lessons Passed
- May need more time in Online Instruction or support to pass lessons

Suggested Actions

- **Monitor the data:**
  - Develop a weekly practice for reviewing lesson alerts, Lesson Time-on-Task, and Percent of Lessons Passed.
  - Ask teachers to monitor Online Instruction. *For a worksheet to help teachers monitor their data, see p. 19.*
- **Respond to needs:**
  - Search ***Monitoring Online Instruction Leader Worksheet*** on i-ReadyCentral.com for a worksheet to summarize your observations and plan next steps.
  - Conduct data chats and/or walkthroughs and observations.
- **Celebrate bright spots and share best practices:**
  - Recognize achievements with teachers, students, and families and celebrate progress toward meeting and/or exceeding goals.
  - Share the best practices and helpful tips from classrooms with the rest of your staff.


Class Data
Select the question you want to answer:
How is my class performing and what are their domain-specific instructional needs? p. 8
REPORT TO USE: DIAGNOSTIC RESULTS
What are the suggested growth measures for each of my students? p. 8
REPORT TO USE: DIAGNOSTIC RESULTS
How can I group my students according to instructional needs? p. 9
REPORT TO USE: INSTRUCTIONAL GROUPINGS
Only applicable after more than one Diagnostic has been taken:
How is my class progressing toward Annual Typical Growth and grade-level proficiency? p. 10
REPORT TO USE: DIAGNOSTIC GROWTH
Which students could benefit from additional support, based on progress toward growth measures and grade-level proficiency, between now and the end of the year? p. 10
REPORT TO USE: DIAGNOSTIC GROWTH
Online Instruction:
How do I monitor my students' progress in Online Instruction and respond to meet their needs? p. 11
REPORT TO USE: ONLINE INSTRUCTION
i-Ready
Visit
to download this document. | 7

Class Data

How is my class **performing** and what are their **domain-specific instructional needs?**

What are the suggested **growth measures** for each of my students?*

Report to Use

Diagnostic Results (Class): Select ***Reading*** or ***Math***.

Report Criteria to Select

- Select the **Class** or **Report Group** you want to review.
- Select the **Date Range** for the Diagnostic you want to review.
- Select the **Placement Definition**. *For more information, see p. 20.*

Data to Focus On

1. **Overall:** Look at the distribution of students in each grade-level placement.
2. **Placement by Domain:**
   - Which domain(s) has the highest percentage of students on or above grade level?
   - Which domain(s) has the lowest percentage of students on or above grade level?
   - Which domain(s) do you want to focus on for teacher-led instruction?
3. **Student Performance:** Sort by either Scale Score, Overall Placement, or a specific domain to identify the needs of groups and individual students.
4. **Student Growth Measures:** Select column data to see the growth measures for each student in your class.

Please note this report shows data after the first Diagnostic. After a subsequent Diagnostic, select a different date range and focus on the same data and suggested actions.

Suggested Actions

- **Interpret the data:** *For worksheets to support your analysis, see p. 16–17.*
  - In which domain did students have the most success? Why?
  - Why did students have less success in some domains?
- **Use data to drive your instruction:** Based off of your data and analysis, make instructional decisions such as creating student groups, strategically adding Teacher-Assigned Lessons, or using the Teacher Toolbox.
- **Set goals:** Visit i-ReadyCentral.com/GrowthGoals after the first Diagnostic to create goals for the second Diagnostic and the end of the year. Share goals with students and families after the Diagnostic.
- **Celebrate classwide success with students:** (e.g., behaviors during the Diagnostic, success in a certain domain, meeting class Diagnostic goals, etc.)

*Growth measures are created after the first Diagnostic and do not change throughout the year.

Class Data

How can I **group** my students according to instructional needs?

Report to Use

Instructional Groupings:
Select ***Reading*** or ***Math***.
- Select the **Class** or **Report Group**.
- Select the **Date Range** for the Diagnostic.

Report Criteria to Select

***Optional* Diagnostic Results (Class):**
Select ***Reading*** or ***Math***.
This report enables you to create small groups that are more specific to your instructional needs and purpose than those automatically recommended by *i-Ready* (i.e., by placement level, by domain).

Data to Focus On

Instructional Groupings report:

1. Examine the Groupings.
2. Click on a specific Grouping for details, Recommendations for Teacher-Led Instruction, and Resources.

***Optional:* Diagnostic Results (Class):**

1. Determine the criteria (e.g., Scale Score, domain placement, Lexile® measures, Quantile® measures) you want to use to create your small groups. Sort by that criteria to examine the data.
2. Note individual student performance in order to determine who needs extra support within each small group you create.

For more information, see "FAQ: How do I create small groups for teacher-led instruction?" on p. 21.

Suggested Actions

- **Interpret the data for small groups of students:** For each group, examine their needs and note next steps to address them (e.g., consider teacher-led instruction, strategically adding Teacher-Assigned Lessons, and celebrating success). *For a worksheet to help you analyze your data, see p. 18.*
- **Review Online Instruction schedules:** Prioritize access to students who will benefit the most from instruction to close skills gaps.
- **Plan teacher-led instruction:** Using resources (e.g., Teacher Toolbox, Tools for Instruction), plan your small group teacher-led instruction based on each group's data.
- **Focus on goals:** Use your small group instruction to support students toward class and individual goals. Let students know how specific content and skills you are addressing will help them achieve their goals.

Class Data

How is my class progressing toward Annual Typical Growth and grade-level proficiency?

Which students could benefit from additional support, based on progress toward growth measures and grade-level proficiency, between now and the end of the year?

Report to Use

Diagnostic Growth (Class): Select ***Reading*** or ***Math***.

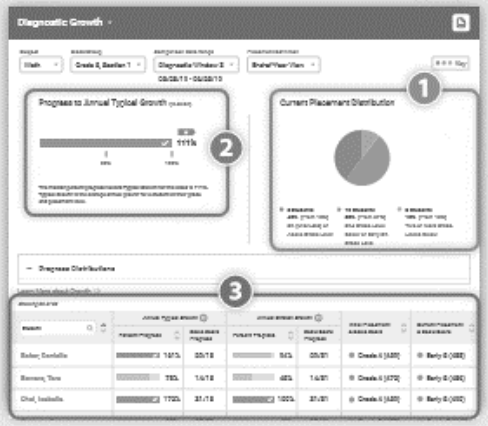
Report Criteria to Select

Select the **Comparison Diagnostic** you want to review.

Note: Placement Definition defaults to the End-of-Year View. For more information, see p. 20.

Data to Focus On

1. **Overall Placement:** Look at the Current Placement Distribution pie chart.
   - What percentage of students is at each placement level and how did that change from the prior Diagnostic?
2. **Overall Growth:** Look at the Progress to Annual Typical Growth bar graph.
   - How is the class progressing toward Annual Typical Growth?*
3. **Student Growth:** Sort students by Percent Progress toward Annual Typical Growth, Percent Progress toward Annual Stretch Growth, Initial Placement & Scale Score, and/or Current Placement & Scale Score to analyze the data.
   - Which students are making progress?
   - Which students can benefit from additional support?
   - Consider if students are making expected progress toward their Typical Growth, are making progress toward their Stretch Growth**, or made an increase in their placement.



Suggested Actions

- **Interpret the data:** *For worksheets to support your analysis, see p. 16–17.*
  - Examine students to analyze growth and change in placement level.
  - Prioritize students who are not making expected Progress toward Typical Growth and have placed below level for additional support. Also consider your knowledge of students and whether rushing was a factor in recent results.
  - Examine the Diagnostic Results (Class/Student) report(s) for domain-specific needs and recommendations for teacher-led instruction for groups of students or individual students.
- **Celebrate students for bright spots and accomplishments.**
- **Have data chats:** Facilitate data chats with students to discuss progress toward goals, identify bright spots and areas for improvement, and plan next steps.

** Most classes should expect to see at least 50% median progress and an individual student is expected to make 50% Progress to Annual Typical Growth at midyear when the second Diagnostic is given about halfway between the initial and end-of-year Diagnostics, with equal periods of instruction between each assessment. When the midyear Diagnostic is scheduled earlier or later in the year, expected Progress to Annual Typical Growth will vary proportionally. **Our research shows that 25%–35% of students will reach Stretch Growth in an average district. It is important to remember that Stretch Growth measures differ significantly from student to student and class to class, making it problematic to set uniform Stretch Growth goals for aggregations of students. For more information on Typical and Stretch Growth measures, search "FAQ: Using i-Ready as a Growth Measure" on i-ReadyCentral.com.*

Class Data

How do I monitor my students' progress in **Online Instruction** and respond to meet their needs?

Report to Use

Online Instruction (Class): Select ***Reading*** or ***Math***.

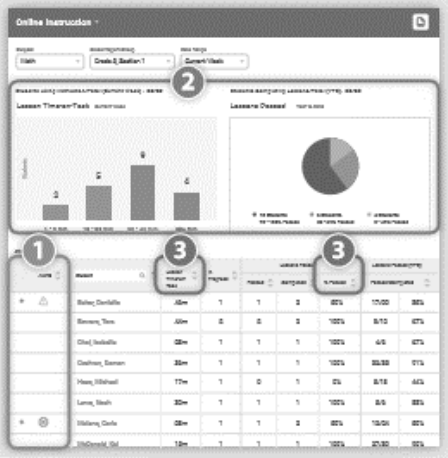
Report Criteria to Select

- Select the **Class** or **Report Group** you want to review.
- Confirm the **Date Range** for the Online Instruction data you want to review.

Data to Focus On

❶ **Lesson Alerts:** Monitor and respond to lesson alerts.
- ⊗ **Shutoff alerts:** Which students have a domain that's been shut off?
- ⚠ **Struggling with Lessons alerts:** Which students are struggling with lessons?

❷ **Overall:** Review the distribution of students for Lesson Time-on-Task and % Lessons Passed.
- Individual students should aim for 45 minutes of Online Instruction per subject with high % Lessons Passed each week in order for each student and class/report group to consistently maintain the recommended range of 30–49 minutes of Online Instruction per subject weekly and 70%–100% of lessons passed.



❸ **Student Performance:** Sort by Lesson Time-on-Task and % Lessons Passed. It's critical to look at both Lesson Time-on-Task and % Lessons Passed together to accurately assess individual students' progress and areas of need. Consider which students:
- Have completed 45 minutes, less than 30 minutes, or more than 50 minutes of Online Instruction
- Are in the range of 30–49 minutes of Lesson Time-on-Task
- Are in the range of 70%–100% of lessons passed

Suggested Actions

- **Monitor the data:** Develop a weekly practice for reviewing Student Lesson Alerts, Lesson Time-on-Task, and Percent of Lessons Passed. We recommend that:
  - Individual students aim for 45 minutes of Online Instruction per subject with high Percent of Lessons Passed each week
  - Aggregate groups maintain the recommended range of 30–49 minutes of Online Instruction
  - Individual students and groups maintain 70%–100% of lessons passed

For a worksheet to support your analysis, see p. 19.

- **Respond to student needs:** Use the data to inform teacher-led small group and individualized instruction.
- **Celebrate bright spots and accomplishments:**
  - Recognize achievements with students and families.
  - Create classwide incentive systems for reaching Percent of Lessons Passed and usage goals.

Student Data

Select the question you want to answer:

? What are the **strengths and areas of need** for an individual student? *p. 13*
REPORT TO USE: DIAGNOSTIC RESULTS

? How do I **plan my differentiated instruction** and **identify the right resources** to best support my students' needs? *p. 13*
REPORT TO USE: DIAGNOSTIC RESULTS

Only applicable after more than one Diagnostic has been taken:

? How is an individual student progressing toward their **growth measures?** *p. 14*
REPORT TO USE: DIAGNOSTIC GROWTH

? How is an individual student progressing toward **grade-level proficiency?** *p. 14*
REPORT TO USE: DIAGNOSTIC GROWTH

Online Instruction:

? Which **lessons** has an individual student taken, how much time did that student spend on those lessons, and how have they performed on them? *p. 15*
REPORT TO USE: ONLINE INSTRUCTION (STUDENT)

? How is an individual student making **progress on their lesson path** in each domain? *p. 15*
REPORT TO USE: DIAGNOSTIC GROWTH

Student Data

What are the strengths and areas of need for an individual student?
How do I plan my differentiated instruction and identify the right resources to best support my students' needs?

Report to Use

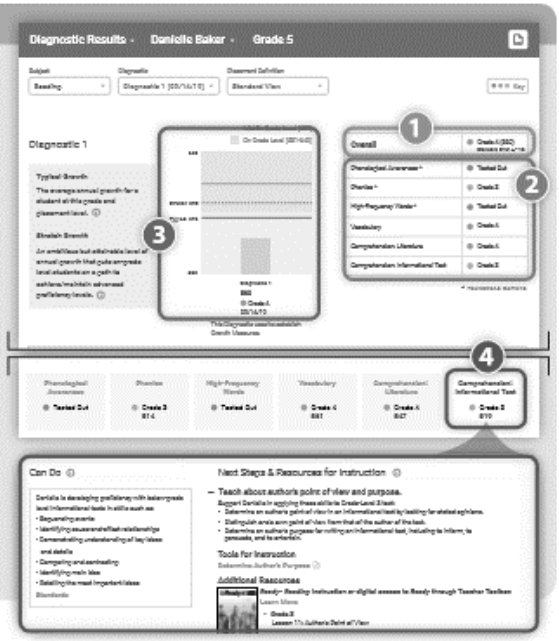
Diagnostic Results (Student): Select ***Reading*** or ***Math***.

Report Criteria to Select

- Choose a **student** from the dropdown menu.
- Select the **Diagnostic** you wish to review.
- Select your **Placement Definition**. *For more information, see p. 20.*

Data to Focus On

1. **Overall Performance:** Look at the scale score and placement level.
2. **Domain Performance:** Refer to the domain placement levels to identify domain strengths and areas for growth.
3. **Growth Measures:** Use growth measures on the bar graph to set goals and examine student performance relative to goals.
4. **Can Dos and Next Steps & Resources for Instruction** *(click a domain to expand)*: Refer to the Can Dos, Next Steps & Resources for Instruction, Tools for Instruction, and Teacher Toolbox resources for a detailed analysis and next steps for planning instruction.



Suggested Actions

- **Interpret the data:** *For a worksheet to help you analyze your data, see p. 16.*
  - Examine student growth and change in placement by domain.
  - Examine the Diagnostic Growth (Student) report for progress toward individual growth measures.
- **Have data chats:** Facilitate data chats with students to discuss progress toward goals, identify bright spots and areas for improvement, and plan next steps.
- **Review Online Instruction schedules:** Prioritize access to students who will benefit the most from instruction to close skills gaps.

Student Data

How is an individual student progressing toward their growth measures?
How is an individual student progressing toward grade-level proficiency?

Report to Use

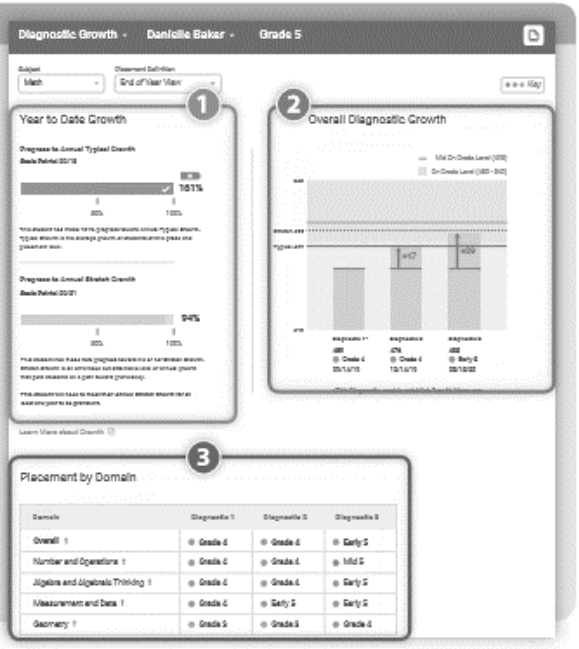
Diagnostic Growth (Student): Select ***Reading*** or ***Math***.

Report Criteria to Select

- Choose a **student** from the dropdown menu.
  Note: Placement Definition defaults to the End-of-Year View. For more information, see p. 20.

Data to Focus On

1. **Overall Growth:** Look at the Year-to-Date Growth bar graphs.
   - Consider if the student is making progress toward Typical Growth* and Stretch Growth.**
2. **Overall Placement Level:** Look at the Overall Diagnostic Growth bar graph.
   - Has the student experienced an increase in placement?
   - How is the student progressing toward their Typical Growth and Stretch Growth measures and toward grade level?
3. **Placement by Domain:** Consider domains in which the student:
   - Improved from the initial Diagnostic
   - Needs more support
   - Is on grade level



Suggested Actions

- **Interpret the data:** *For a worksheet to help you analyze your data, see p. 16.*
  - Examine student growth and change in placement by domain.
  - Examine the Diagnostic Results (Student) for domain- and skill-specific needs and note next steps to address them (e.g., consider small group instruction, strategically assigning lessons, and celebrating growth).
- **Have data chats:** Facilitate data chats with students to discuss progress toward goals, identify bright spots and areas for improvement, and plan next steps.
- **Review Online Instruction schedules:** Prioritize access to students who will benefit the most from instruction to close skills gaps.

*An individual student is expected to make 50% Progress to Annual Typical Growth at midyear when the second Diagnostic is given about halfway between the initial and end-of-year Diagnostics, with equal periods of instruction between each assessment. When the midyear Diagnostic is scheduled earlier or later in the year, expected Progress to Annual Typical Growth will vary proportionally. **Our research shows that 25%–35% of students will reach Stretch Growth in an average district. It is important to remember that Stretch Growth measures differ significantly from student to student and class to class, making it problematic to set uniform Stretch Growth goals for aggregations of students. For more information on Typical and Stretch Growth measures, search "FAQ: Using i-Ready as a Growth Measure" on i-ReadyCentral.com.*

Student Data

Which lessons has an individual student taken, how much time did that student spend on those lessons, and how have they performed on them?

How is an individual student making progress on their lesson path in each domain?

Report to Use

Online Instruction (Student): Select ***Reading*** or ***Math***.

Report Criteria to Select

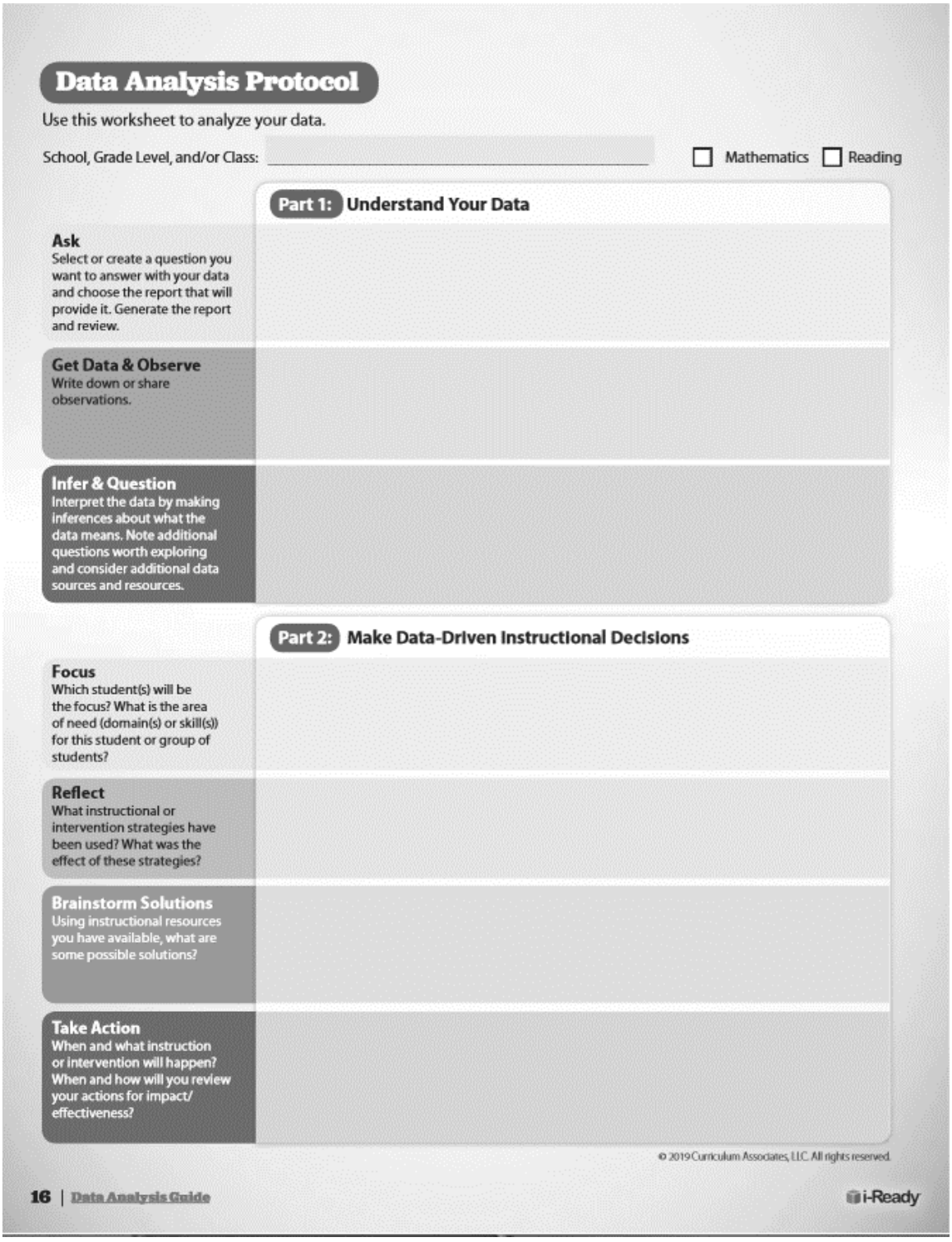
- Select a **student** from the dropdown menu you want to review.
- Confirm the **Date Range** for Online Instruction data.

Data to Focus On

1. **Current & Past Lessons:** Look at the Monitor Domain Progress bar graphs.
   - Consider if the student is making progress in each domain.
2. **Student Lesson Alerts:** Look at the Alerts column.
   - Does the student have lesson alerts indicating that they are struggling in a domain or that a domain has been shut off?
3. **Student Progress and Completed Lessons:** Review the columns indicating if a student has passed or not passed a lesson, their score, and their Lesson Time-on-Task.
   - Has the student passed the lesson?
   - How much time was spent on the lesson?

Suggested Actions

- **Monitor the data:** Develop a routine for reviewing Student Lesson Alerts, Lesson Time-on-Task, and Percent of Lessons Passed. We recommend that:
  - Students stay within the range of 30–49 minutes of Online Instruction per subject each week, and 70%–100% of lessons passed
  - Individual students should aim for 45 minutes of Online Instruction per subject each week and a high Percent of Lessons Passed
- **Respond to student needs:** *For a worksheet to help you organize and respond to the data, see p. 19.*
  - For additional guidance on supporting your student(s), visit i-ReadyCentral.com/OnlineInstruction.
  - Use the data to inform small group or individualized instruction for this student.
  - Conduct a data chat with this student.
- **Celebrate bright spots and accomplishments:**
  - Recognize achievements with students and their families.
  - Acknowledge student achievements in your classwide recognition and incentive system.



Data Analysis Protocol

Use this worksheet to analyze your data.

School, Grade Level, and/or Class: _____ ☐ Mathematics ☐ Reading

Part 1: Understand Your Data

Ask
Select or create a question you want to answer with your data and choose the report that will provide it. Generate the report and review.

Get Data & Observe
Write down or share observations.

Infer & Question
Interpret the data by making inferences about what the data means. Note additional questions worth exploring and consider additional data sources and resources.

Part 2: Make Data-Driven Instructional Decisions

Focus
Which student(s) will be the focus? What is the area of need (domain(s) or skill(s)) for this student or group of students?

Reflect
What instructional or intervention strategies have been used? What was the effect of these strategies?

Brainstorm Solutions
Using instructional resources you have available, what are some possible solutions?

Take Action
When and what instruction or intervention will happen? When and how will you review your actions for impact/ effectiveness?

Data Reflection Worksheet

Use this worksheet to analyze your data.

School, Grade Level, and/or Class: _____ ☐ Mathematics ☐ Reading

Ask
(Select or create your question.)

	Bright Spots *(e.g., higher placement levels, success with a specific domain, more than expected progress toward growth measures)*	**Areas for Improvement** *(e.g., lower placement levels, struggle with a specific domain, less than expected progress toward growth measures)*
Observe *(List the grade level(s), class(es), and/or student(s).)*		
Reflect *(List the instructional strategies or plans you've tried and their effects.)*		
Take Action *(Indicate your plan for what you will do and when.)*		

Small Group Worksheet

Use this worksheet to group students and create your instructional plans.

School, Grade Level, and/or Class: _____ ☐ Mathematics ☐ Reading

Group Number or Name:	Group Selection Criteria: *(e.g., students who have the lowest score in a domain)*

Student Name	Observations and Instructional Priorities	Instructional Resources

Action Plan

When will this small group meet and for how long?

What is your small group instruction plan to help students at their current placement level and to help them access grade-level content?

At current placement level:

Grade-level content:

When and how will you check for understanding and overall effectiveness of instruction?

Online Instruction Action Plan

Review your Online Instruction data and create an action plan for your students.

Monitor	Analyze *List the students who are in each category and think about the possible causes. Review individual student data as needed.*	Take Action *Consider these action steps:*
Lesson Alerts		
⊗ **Domain Shutoff Alerts** ⚠ **Struggling with Lessons Alerts**		☐ Pull students for small group or individualized instruction. ☐ Conduct goal setting, reflection, and data chats. ☐ Other:
Lesson Time-on-Task		
Less than 30 minutes		☐ Set Lesson Time-on-Task goals with students. ☐ Use Online Instruction Trackers weekly. ☐ Adjust your Online Instruction schedule as needed. ☐ Review Learning Games Playtime report to see if students are working in games instead of lessons.* ☐ Other:
More than 50 minutes		☐ Adjust your Online Instruction schedule as needed. ☐ Schedule more teacher-led instruction, group work, class projects, or communicate with students and families about Lesson Time-on-Task goals. ☐ Other:
Percent of Lessons Passed		
Less than 70% of lessons passed		☐ Pull students for small group or individualized instruction. ☐ Reteach a specific skill in whole class instruction. ☐ Conduct goal setting, reflection, and data chats. ☐ Use trackers and/or create incentives for Percent of Lessons Passed. ☐ Other:
Class-Level Online Instruction Use		
✓ **Few lesson alerts** ✓ **30–49 minutes of Lesson Time-on-Task** ✓ **70%–100% of lessons passed**		☐ Celebrate achievements with students and families. ☐ Consider scheduling teacher-led instruction, group work, class projects, or Math Center Activities from the Teacher Toolbox. ☐ Other:

*Learning Games are available to students in Grade K–5 using i-Ready Instruction for Mathematics, at district discretion.

Which Placement Definition should I select?

Overview

On the Diagnostic Status, Diagnostic Results, and Diagnostic Growth reports you are asked to select the **"Placement Definition"** for your students.

- This feature gives you the flexibility to define what it means for a student to be considered On Grade Level (green). As you choose, you can consider how learning progresses throughout the year (i.e., in the beginning of the year students have not been exposed to grade-level material yet).
- **Student scale scores, placement levels, and growth measures do not change, regardless of what view you use**, but how students are categorized and color-coded in your report does change.

Understanding "Placement Definition"

View	Students Are Considered . . .	Use This View*
Beginning-of-Year	● (green) if they are Emerging (place one year below their current grade) or place Early, Mid, or Late within their current grade level or above. ● (yellow) if they place Two Grade Levels Below their current grade. ● (red) if they place Three or More Grade Levels Below their current grade.	• To understand students' needs at the beginning of the year (to account for possible learning loss and that they may not have been exposed to material from their current grade level yet) • To create initial instruction and intervention groups
Standard	● (green) if they place within their current grade level at Early, Mid, or Late On Grade Level. ● (yellow) if they place One Grade Level Below their current grade. ● (red) if they place Two or More Grade Levels Below their current grade.	• To understand how students are performing during the school year • As the "default" view throughout the year in most reports
End-of-Year	● (green) if they place Mid or Late On Grade Level in their current grade or Above Grade Level. ● (yellow) if they place One Grade Level Below their current grade or Early On Grade Level in their current grade. ● (red) if they place Two or More Grade Levels Below their current grade.	• To understand which students have met the minimum requirements to be considered proficient for their grade • As the "default" view in the Diagnostic Growth reports

** When comparing two or more reports, it is very important to make sure you have selected the same Placement Definition for every report.*

Example

Fourth grader Michael gets a scale score of 470 on the 2nd Diagnostic. This places him Early On Grade Level in his current grade. If his teacher runs her reports using:

- **Beginning-of-Year** or **Standard View:** Michael's score will be considered On Grade Level and his score will be shaded green (●).
- **End-of-Year View:** Because Michael's score places him Early On Grade Level, it will be shaded yellow (●).

View	Two Grades Previous	Previous Grade	Current Grade		
Beginning-of-Year			Early	Mid	Late
Standard			Early	Mid	Late
End-of-Year			Early	Mid	Late

Michael
2nd Diagnostic
Scale Score: 470

How do I create small groups for teacher-led instruction?

Overview

i-Ready produces powerful data that can be used to create small groups for teacher-led instruction. Use the Instructional Groupings and/or Diagnostic Results (Class) reports to organize students into small groups for differentiated instruction targeted to student needs.

Instructional Groupings Report

How do I create small groups using my Instructional Groupings report?

This report organizes your students with similar instructional needs into up to five Groupings based on their Diagnostic performance in priority domains. Select the Show Grouping Description link to view priority domains for each Grouping. Because foundational skills are often included in these priority domains, we recommend using these Groupings whenever possible.

What if a Grouping is too large or too small?

When there are many students in one Grouping, you may want to organize them into smaller groups for teacher-led instruction. Use the following guidelines:

- Identify students with an asterisk who are in need of Additional Differentiated Instruction. Read through the explanation provided and consider if they would benefit from being placed into a smaller group for more targeted differentiation.
- Consider organizing smaller groups by examining the Instructional Priorities within the Grouping to understand which domains and skills will be a priority for students. Use the arrows to sort by these priority domains to identify students with the same or similar grade-level placements (e.g., Grade 6, Mid 5, Late 5) to further differentiate your small groups for teacher-led instruction.

When there are few students in one Grouping, you may combine students from that Grouping with students from another Grouping to make teacher-led small group instruction more manageable. Review the priority domains to identify common student needs that can be addressed during teacher-led instruction when combining students from smaller Instructional Groupings into a single group.

Continued on following page.

How do I create small groups for teacher-led instruction? cont.

What next steps should I take once my small groups have been established from my Instructional Groupings report?

Once you've established your small groups:

- Review the Recommendations for Teacher-Led Instruction and make note of the skills you plan to work on.
- Review the Resources to identify and note the Tools for Instruction, Teacher Toolbox, BRIGANCE® Readiness Activities or other resources that can be used to help address these areas of need.
- Consider which Recommendations you will focus on based on the specific needs of a particular small group. If some students in the group have different domain placement levels from the rest of the group, select a student's name to be taken to the student's Diagnostic Results and note their Next Steps for additional differentiation that may be needed.*
- Repeat this process for each different domain placement level as needed.

Diagnostic Results (Class) Report

How do I create small groups using my class Diagnostic Results?

After each Diagnostic, you can also use your Diagnostic Results (Class) report to prioritize students for small group instruction and create small groups by domain needs. Utilize the following guidelines to create small groups using your Diagnostic Results (Class) report.

- **Use the arrows to sort by a domain.**
- **Create small groups based on Placement by Domain**, organizing students with the same or similar grade-level placement (e.g., Grade 4, Mid 3, Late 3) in a domain together. The number of small groups you create will vary depending on class size and the range of domain needs in your class.
  - For students who are One or More Grade Levels Below, there may be multiple domain placements (e.g., Grade 1, Grade 4, Grade 5) within a class. When creating small groups, consider the number of students who will be in the small group and the amount of variability in domain placements.
  - Keep in mind that you may need to create more than one group for a particular domain placement and deliver similar targeted instruction to each group. If the majority of students in your class have the same domain-specific needs, consider addressing these needs in whole class instruction and differentiating small group instruction based on other needs.
- **For each small group, click on one student's name to go to the Diagnostic Results (Student) report.*** Select the tab for the domain being used to create the group and record observations and Next Steps for Instruction. This will give you some shared next steps and resources to begin shaping instruction for this group.

**For some reading domains, there may be further differentiation for students who are below or above grade level and placed at Grade K or Grade 1. There may also be further differentiation for students who placed at Grade K in some mathematics domains. If this is the case for any students in this group, view their Next Steps for Instruction and adjust small group or individual instruction to address these differentiated next steps.*

Slide 10

i-Ready

How can *teachers* monitor students' Online Instruction progress and respond to meet their needs?

Overview

i-Ready Online Instruction is a powerful tool that supports your teaching and provides targeted instruction to every student's strengths and needs. While you do not need to create or place students in the lesson path, you play a critical part in students' online learning. Data from Online Instruction should be used to plan for teacher-led instruction.

Note: While Diagnostic results are important and should inform instruction, this document focuses on the weekly monitoring associated with Online Instruction.

What Should Teachers Monitor?

Develop a planning practice for reviewing Student Lesson Alerts, Lesson Time-on-Task, and Percent of Lessons Passed. We recommend that individual students:

- **Aim for 45 minutes of Online Instruction per subject per week and maintain the recommended range of 30–49 minutes of Online Instruction**
- **Aim for and maintain 70%–100% of lessons passed**

What have we learned?

Comprehensive research using data from more than one million students in Grades K–8 who took the *i-Ready Diagnostic* during the 2017–2018 school year found that students who used *i-Ready Instruction* experienced greater learning gains than students who did not use the program across all grades and subjects. The learning gains were significant for students who received an average of 45 minutes or more per week of *i-Ready Instruction* for each subject.

Questions to Consider:

- **Are teachers maximizing their instructional time?**
  It's important to establish routines and procedures to ensure students are productive during Online Instruction. If schedules allow, allocate more than 45 minutes for Online Instruction to account for transitions and housekeeping.
- **What does this look like for kindergarteners?**
  Look at the overall number of lessons passed rather than just the percent of lessons passed on the first attempt. Kindergarteners may not pass the lesson on their first attempt as this could be their first exposure to the skills and content. We recommend focusing on the second lesson attempt to determine if there is a gap in understanding, and if so, how to respond.
- **What are teachers' other instructional priorities?**
  i-Ready Online Instruction is one piece of the instructional puzzle for students, and it may be necessary to adjust instructional usage targets for specific students or subgroups to best meet their needs and accommodate other instructional practices.

How Should Teachers Monitor?

When:
Weekly

Report to Use:
Online Instruction (Class) report

What to Do:

- Set aside planning time to review students' Online Instruction data.
- Use the *Online Instruction Monitoring Guidance* on the next page to help analyze your data.
- Visit i-ReadyCentral.com/OnlineInstruction to download an action plan to help you monitor Online Instruction and for other tips and tools.

Monitoring Online Instruction: Instructional Planning Guidance

Monitor	Analyze *Consider these reflection questions:*	Take Action *Consider these action steps:*
Row 1: Lesson Alerts		
⊗ **Domain Shutoff Alerts** ⚠ **Struggling with Lessons Alerts**	• Which students have lesson alerts this week? • In which domains? • What could be causing this? – Student hasn't learned the material yet – Student has misconceptions about the content or needs more skills practice – Student was not engaged or did not understand what to do during Online Instruction	• Conference with or deliver individualized instruction for students with lesson alerts. • If more than one student has struggled with/not passed the same lessons, pull a small group together for teacher-led instruction. • After support has been provided, check for understanding and turn the domain back on if the student is ready.
Row 2: Lesson Time-on-Task		
Less than 30 minutes	• For the class or any specific students, is the amount of Lesson Time-on-Task aligned to instructional priorities and plans? • Which students need more Online Instruction time? • Do students have enough access to Online Instruction? • Are students being pulled for other forms of instruction or activities? • Are students engaged in online lessons and putting forth their best effort? • Are students working on other online activities, including *i-Ready Learning Games**, during Online Instruction time?	• Set Lesson Time-on-Task goals with students. • Institute Online Instruction Trackers weekly. • Adjust your Online Instruction schedule as needed. • Re-establish norms/expectations for Online Instruction time. • Review Learning Games Playtime report to see if students are working in games instead of lessons.* • If Lesson Time-on-Task meets instructional goals, no action may be needed.
More than 50 minutes	• For the class or any specific students, is the amount of Lesson Time-on-Task aligned to instructional priorities and plans? • Are students using Online Instruction in multiple settings (class, before-/after-school programs, home)? • Would students benefit from more time in teacher-led instruction, collaborative work, or other learning and enrichment opportunities? • Are students fully focused on online lessons?	• Review these students' instructional priorities and schedules to determine whether additional time should be focused on teacher-led instruction, collaborative work, other projects, etc. • Adjust your Online Instruction schedule as needed. • If Lesson Time-on-Task meets instructional goals, no action may be needed.
Row 3: Percent of Lessons Passed		
Less than 70% of lessons passed	• Is this a classwide issue? • Which students have less than 70% of lessons passed? • Are these students putting forth their best effort during Online Instruction? • In what domains or skills do these students need support to pass lessons? • How can you address domains in which students' Percents of Lessons Passed are low?	• Pull a small group of students who are struggling in the same domain for teacher-led instruction. • Reteach a specific skill in whole class instruction. • Conduct data chats with students. • Engage students in goal setting and reflection. • Use trackers and create incentives.
Row 4: Recommended Class-Level Online Instruction Use		
✓ **Few lesson alerts** ✓ **30–49 minutes of Lesson Time-on-Task** ✓ **70%–100% of lessons passed**	• How do I want to celebrate these achievements? • What can I do to ensure these students maintain these recommended ranges?	• Celebrate students by acknowledging their achievement in class or sending home information to families. • Consider scheduling teacher-led instruction, group work, class projects, or Center Activities from the Teacher Toolbox.

*Learning Games are available to students in Grades K–5 using *i-Ready Instruction* for Mathematics, at district discretion.

For more information on this worksheet, visit *i-ReadyCentral.com* and search ***Monitoring Online Instruction.***

i-Ready

FAQ What should I do if a student runs out of lessons from their current chronological grade before the end of the academic year?

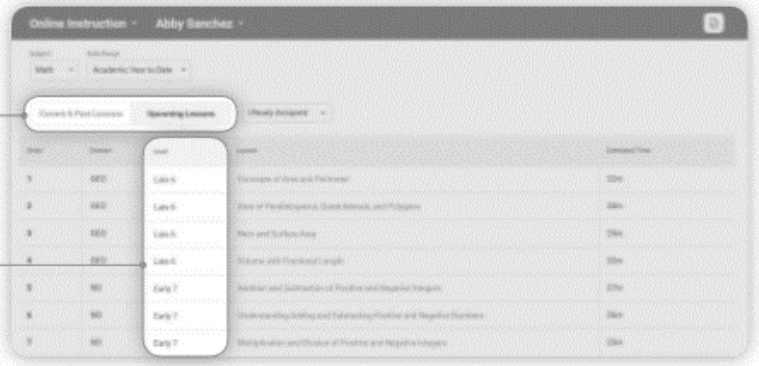
Overview

If students complete all *i-Ready*-Assigned Lessons from their current chronological grade, the system will automatically serve them lessons from the next chronological grade level. You should consider several factors in this situation to best support students.

How will I know if a student has run out of lessons from their chronological grade?

In the Online Instruction (Student) report, you can view each student's lesson path to see Current & Past or Upcoming Lessons.

In the example to the right, a fourth grade student has upcoming mathematics lessons at the Late 6 and Early 7 levels, more than two grade levels ahead of their chronological grade placement.



What can I do if this situation occurs for one or more of my students?

If this occurs, you can consider the following actions:

1. Allow the student to work on ***i-Ready*-Assigned Lessons in the next grade level**.
2. **Add Teacher-Assigned Lessons at the current grade level** to pre-teach or reinforce skills being taught in class.
3. **Provide the student with enrichment activities** that align with their goals and deepen understanding of on-grade level skills by building upon learning from the *i-Ready* lessons.

Considerations:

- Before allowing students to work on lessons from the next grade level, consider whether the student has demonstrated that they are ready for material from the next chronological grade. Use data from *i-Ready* (e.g., Percent of Lessons Passed) and your understanding of the student (e.g., curriculum-based measures, one-on-one interactions).
- Keep in mind that *i-Ready* Online Instruction does not replace you or your professional judgment. You have the unique perspective of knowing your students' needs and witnessing their growth. If a student is served lessons beyond their chronological grade level, consider leveraging differentiated instruction to engage them in group work, class projects, or Math Center Activities from the Teacher Toolbox.
- Students should not be working on lessons more than two grade levels above their chronological grade level unless the teacher determines the student is prepared for that content.

i-Ready

FAQ What should I do if I notice a student is moving through their online lessons significantly slower than peers?

Overview

While reviewing Online Instruction reports, you may notice that a student is progressing through online lessons at a significantly slower pace than their peers. You should take steps to determine the issue and take action accordingly.

How will I know if a student is moving too slowly through online lessons?

On your Online Instruction (Class) report, you can look at the Percent of Lessons Passed for each student, as well as Lesson Time-on-Task. Keep in mind that length varies greatly across different subjects, domains, and performance levels. If you notice a student has a low number of lessons completed relative to their Lesson Time-on-Task, select Lessons Taken to view estimated total runtime and determine if the student's Lesson Time-on-Task aligns with the estimated time to complete the lessons.

What can I do if this situation occurs for one or more of my students?

If this occurs with more than one student, take the following steps to determine the root cause of the issue. Once you've determined a root cause, you can take action and help the student maximize their Online Instruction.

Determine a Root Cause:	Respond to the Root Cause:
Check the student's Online Instruction report to review Student Lesson Alerts, Percent of Lessons Passed, and Lesson Time-on-Task.	Provide teacher-led instruction and support to address gaps that are causing the student to struggle in a particular lesson or set of lessons within a domain.
Pay attention to the student's Lesson Time-on-Task and note how long it is taking them to log in and get started before actually beginning the lessons.	Have a discussion with the student to remind them of expectations.
Observe a student during a lesson **to determine if the student is using audio support**.	Discuss the purpose of audio support with the student and review guidelines that help them use audio support in a way that facilitates success with the lesson.
Observe the student while they are completing a lesson **to look for signs of frustration or loss of focus**.	Provide encouragement and model strategies, such as using scratch paper.
Have a data chat with the student to reflect, set goals, and plan next steps.	Set or reinforce goals with the student. Consider a goal that incorporates the behaviors that will help them progress through lessons at an appropriate pace. Provide students with language that will promote a growth mindset.

Slide 15

Setting Goals with Students

> "Because students who endorse learning goals tend to seek out academic challenges, persist on difficult academic tasks more, and develop their abilities more readily, **learning goals promote academic tenacity.**"
> —Carol Dweck

Qualities of an Effective Goal

- Goals focus on learning and growth, not just performance
- Goals are specific and indicate the effort required
- Goals are short-term and reachable
- Goals are moderately difficult—not too easy and not too hard

Focus	Examples
Learning goals that focus on specific domain, standards, and/or skills	• "I will master how to add two-digit numbers before the next assessment." • "I will memorize my sight words so I can easily recognize them to improve my fluency while reading."
Growth goals that focus on progress toward specific growth measures and/or domain improvements	• "I will make more than 50 percent progress toward my Typical Growth measure on the second Diagnostic." • "I will move up one placement level in the Vocabulary domain in the next assessment."
Effective habits that will help students improve	• "I will use scratch paper to show my work while completing math online lessons." • "I will use flashcards to practice my sight words once a day."
Processes students can follow to improve	• "I will check my math work using a different strategy to ensure accurate computations." • "I will find text evidence in the passage before answering a multiple-choice question during reading instruction."

Guidelines for Student Goal Setting

- Involve students in goal setting, and teach students how to set their own goals
- Have students track data on their progress
- Focus any collective goal setting (class/school) on growth and progress against goals
- Focus on a student's individual performance, not on peer comparison
- Share student goals with families
- Use data chats to talk to students about their data

i-Ready

Slide 16

Planning for a Student Data Chat

Choose a student to engage in a data chat and consider what data you will need to analyze, including performance and growth. Use the guiding questions to analyze student data and plan for the data chat.

Data chat with: _____

Data source(s): _____

Guiding Questions	Observations and Reflections
Observe What do you notice about this student's individual performance and/or growth? What are some: • Bright spots? • Opportunities for growth? • Surprises? Record your observations.	
Infer & Question Note additional questions worth exploring and consider additional data sources you can use to answer these questions.	
Share • What is important to prioritize in a data chat with this student? • How will you begin this data chat? What is your opening statement or question?	
Take Action • What are realistic short- and long-term goals for this student? • Consider using a data tracking sheet or goal-setting sheet to finalize next steps with the student.	

Slide 17

Student Data Tracking Guidance

> *"The perception of progress will strengthen self-efficacy, which is critical for continued motivation and self-regulation."*
>
> *–Dale Schunk*

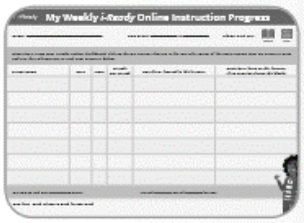
Benefits for students:

- Increases student effort and progress
- Fosters student commitment to achieving goals
- Enhances student motivation
- Encourages student self-regulation
- Cultivates feelings of belonging and increased achievement

Guidelines for Student Data Tracking:

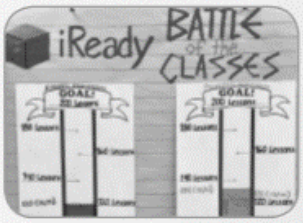
- Encourage student reflection along with data tracking (i.e., what did the student learn, what can they do better?)
- Consider collective goals and group accountability on progress against goals.
- Track progress to promote learning and self-comparison (not peer comparison).
- Focus on the growth of students, not just on students' scores and specific data points.
- Suggest tracking both academic and non-academic goals, like effective habits and behavior.
- Share with families for additional accountability and support.
- Consider ways to celebrate and recognize student progress.

Ways Students Can Track Data:



Data Tracker: A worksheet for students to track their individual data. Visit: i-ReadyCentral.com/PDFS/Data-Trackers

Data Folder: A folder of data tracking tools. A data folder can be focused on one content area or contain a compilation of tracking tools from a variety of content areas.



Data Display: A classroom data display is a public display of data to encourage student improvement toward goals and celebrate accomplishments. Classroom data displays should focus on the growth of students, not on students' scores or specific data points.

See additional ideas for Student Data Tracking at:

- i-ReadyCentral.com/Ideas

i-Ready

i-Ready
Professional Development for Classroom Teachers and Administrators
Day 3 – One Month Later
Agenda

I. Welcome and introductions

II. Analyzing and Responding to Student Growth

III. Questions

IV. Break

V. Student Engagement Strategies

VI. Questions

VII. Lunch

VIII. Strategic Online Instruction

IX. Questions

X. Break

XI. PD Evaluation

XII. Independent Work Time

Materials needed:

- Computer with SmartBoard access
- Computers for teachers (will be held in computer lab)
- PD Evaluation Form
- Folder for each participant which will include:
    - Select Reports: Measuring and Monitoring Growth
    - Which Placement Definition should I select?
    - Student online instruction lesson logs.
    - Strategies to engage students.
    - Online instruction action plan.

PowerPoint

Slide 1

Good morning, all! If you have not yet done so, please sign in on the sheet up front.

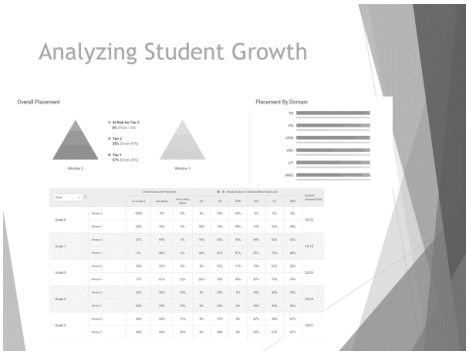
Welcome to our third day of professional learning surrounding the i-Ready reading program. From our first two days together, I hope that you have learned some new ways that you can use i-Ready to meet the needs of the varying learners in your classroom. I appreciate the feedback from the last session. This is, at this time, the last day of PD planned for the year. However, if you still have questions at the end of today, I encourage you to share those with me in your feedback. If wanted and necessary, I can build another day in.

** Content of day 2 may be revised depending on the feedback received from at the conclusion of day 1.

Slide 2

To get us going this morning, let's look at the learning objectives for the start of our day. This morning our goals are to learn how to effectively analyze student growth and to discover how we can respond to observed student performance by adjusting instruction. Are there any questions before we get rolling?

Slide 3



As we talked about briefly in our last session, once students have completed two diagnostics, we are able to retrieve a report for the school, for classes, and for individual students. For our work this morning, we are going to focus on class and student growth reports comparing data from the first two diagnostics of the year. Being able to effectively and accurately analyze diagnostic data is critical given that the i-Ready online lessons were purchased with the expectation that they would be used as a Tier 2 reading intervention.

For this portion I will be modeling the steps with i-Ready displayed on the screen.

Would you please log into your i-Ready account. Once signed in, please select diagnostic results from the tabs across the top of the screen and then select reading. On the next screen, make sure that the subject is reading. For K-4 teachers you will select the Scio Central School from the drop-down menu and for 5-6 teachers you will select the Scio Middle High School. Next, in the drop-down menu for diagnostic, it should be set for window 2 and for the prior diagnostic you will need to select window 1 for the beginning of the year diagnostic. Once these steps are complete, you will see the graphic that is shown near the top of this slide. (Note – my screen is showing school data as a result of my assignment of district administrator). If we could, I would like to take a minute to look at our school data. The pyramid on the left is window 1, or BOY and window 2 is diagnostic 2, MOY. Would anyone like to share something that they notice from this graphic? *Write responses on chart paper.*

Now, scroll down the page and in the drop-down menu for switch table view, select needs analysis by domain. You should now see a table that is similar to the one seen near

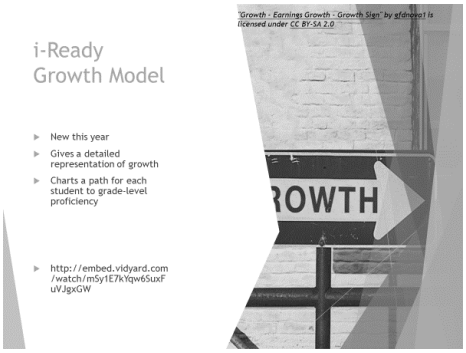
the bottom of this slide. As discussed in our previous meeting, you can see the overall grade-level placement with percent of students scoring at/above grade level, one grade level below and two or more grade levels below. This also shows a breakdown by domain with percent of students below grade level. Can we take just a few minutes to talk about school data again, What are some possible questions we could generate from this information? What are some inferences we could make?

Allow group discussions about questions and ask others to come up with some possible solutions for them.

Looking back at your own data, take about 15 minutes to review data and think about the same questions – What questions does the data create? What inferences can be made?

30 mins.

Slide 4



We will now delve deeper into the i-Ready growth model. CA has added this new feature to their program. This report can be generated for each student and gives details about the growth students have made. In addition, it lays out a path which will lead to grade-level proficiency.

To start, we will watch a short video provided by CA.

Next, on the left-hand side of the folder for today you will find a handout titled Select Reports: Measuring and Monitoring Growth for Reading. On page 2 you will see a sample report for a 5th grade student at the end of the year. You can select a different placement definition for the student. We will talk about placement definitions in greatly detail in a bit. Starting at the top left of the report there is a year-to-date growth bar graph and directly underneath the stretch growth for this student. Just to the right of this is the overall diagnostic growth for the student which also shows the typical and stretch growth.

At the bottom of the page, you can see all diagnostic data for the student in a nicely laid out comparative format. This data can be accessed for an entire class as well.

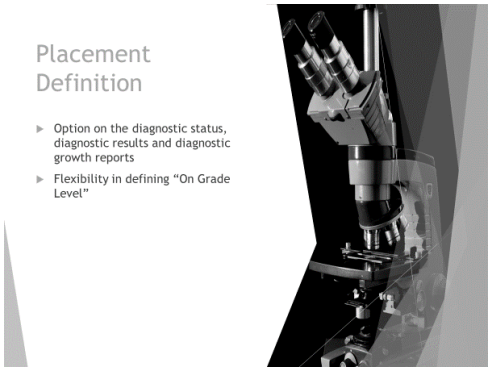
Turning to page 3, we can see a sample diagnostic growth report for a class. Notice at the top that there is an option for selecting the diagnostic window for which you would like to see results and again the placement definition. For most of you, there will only be one option for the class. However, for 5th and 6th grade teachers, you will see two as there are two sections reported for your classes. The data is essentially the same at the top with progress toward typical and stretch growth conveyed and a current placement distribution. The bottom half of the report shows typical and stretch growth for each individual student within the class along with the initial and current placement and scale scores for each student.

The final page in this handout is geared more toward data analysis for the school. While there is some great information here, we will not discuss them in great detail at this time. This would be something that I would ask our curriculum coordinator to use when she is meeting with all of you and talking about instructional materials, resources, and practices across grade levels.

We will have some time for you to engage with this report after we talk about placement definitions.

20 mins.

Slide 5



The next handout on the left-hand side of your folder is a one-page resource to assist you in determining the placement definition for "On Grade Level". For the three diagnostic reports – status, results and growth – it is necessary to select the placement definition you feel is most appropriate for the student. Scale scores, placement levels and growth measures will remain constant regardless of which placement definition you choose.

Changing the placement definition will alter the category that students will be placed in within the diagnostic report.

The chart in the middle of this page gives in-depth details for placement definition. Please take about 5 minutes to read through this on your own.

At the bottom of this page these is an example. You can see that this 2nd grade student received a scale score of 470. If the beginning of year or standard view is selected as the placement definition, this student is considered on level. If the end of year view is selected, the student will be considered one year below grade level.

This option is nice as it allows us to take into account during the beginning of the year diagnostic the possibility of learning loss over the summer. It also allows teachers to account for the fact that the skill being assessed has not yet been taught. Both allow a fair representation of a student overall ability level.

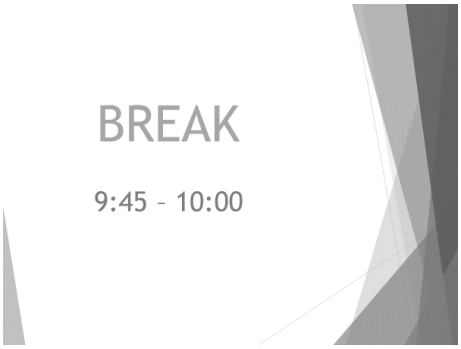
20 mins.

Remainder of time before break will be used for teachers to access class reports using the different placement definitions so they can see how they change.

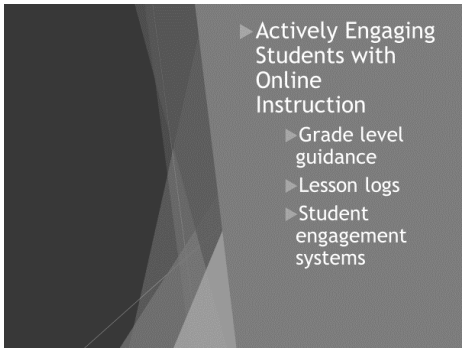
If they get through this, teachers will be asked to run a report which compares data from diagnostic 1 and 2 for their class.

Slide 6

Slide 7



Slide 8



To finish up our time before lunch, we will focus on the learning objective of discovering the most effective ways to engage students in and with the i-Ready online lessons.

At this time, I would ask that you go to i-Readycentral.com

On the left side of the website, please click on Engaging Students & Families and then select Engage Students. Under the overview section, choose Help Students Actively Engage with Online Instruction. This will open up a PowerPoint which includes presentations for grades, all banded with the exception of grade 3. Please select the appropriate grade level slides within the PPT and review.

5 – 10 minutes for reading through slides

Even if you have already started your students with online instruction, going through this information with your class may increase their understanding of what they are doing and why it is important to try their best.

Another strategy that can be incorporated into your instructional practice is the use of lesson logs. The last handout on the left-hand side contains sample lesson logs. There are logs for early elementary, late elementary and middle school grades.

Please take a few minutes to look through the samples.

Would anyone like to share their thoughts on these? Do you think this would be something you would use? If so, what would it look like?

The last resource that I want to share with you is the final one on the left-hand side of your folder. On the front side there are three different engagement system ideas with prompts that can be used to facilitate conversations with students. Please take a few minutes to read through these.

On the back of this page there are several components that, when included in your plan for engaging students, will create a focused and cohesive way of engaging students.

End 15 minutes before lunch to allow for Q & A

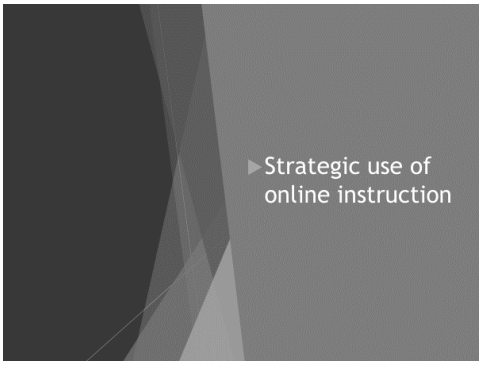
Slide 9

Are there any questions about the information we have covered so far today?

Slide 10

It is time to break for lunch. Before dismissing, I would like to thank everyone for your continued efforts. Please return by 12:30. This afternoon will revisit online instruction, looking specifically at how to strategically use online instruction to advance student achievement and learning. Thank you and enjoy your lunch!

Slide 11



Welcome back. As I mentioned before lunch, the focus for the afternoon will be on online instruction. Our learning objective is to learn how to strategically use online instruction.

Please take out the first handout on the right-hand side of your folder. This will be a two-sided page titled Teacher Worksheet: Online Instruction Action Plan. As it states at the top, monitoring online instruction is a crucial step in responding to the specific needs of all students. The steps required for effectively monitoring and responding to students' needs include having an established weekly time to review data, being knowledgeable about the process of monitoring online instruction and having some type of worksheet to organize data and establish a plan based on current performance of students.

The bottom half of this page provides very detailed information on how to monitor online instruction. There are three areas which should be reviewed weekly and will guide decisions on how to strategically use online instruction data. These include lesson alerts, time on task, and the percent of lessons that students have passed. We covered each of these previously, so I won't spend time going through them. You can come back to these if you choose to look at this during the independent work time later.

The back of this page lays out step by step how to create an action plan for students. Starting with the lesson alerts, if you observe the red x symbol, this means that many of the domains have been turned off. If the yellow caution symbol appears, students are struggling with lessons. The recommended actions include providing small group or one on one instruction for students. Goal setting, reflection and data chats would also be appropriate strategies to address these alerts. You may also have some other ideas of how to handle these alerts which is fine, but they should be included here.

The next section looks at time on task. Given that the recommended time is 45 minutes per week for online instruction, if it is observed that students have been engaged for less than 30 minutes, goal setting or weekly trackers could be used. You may also want to review your overall schedule to ensure adequate time is provided. A final problem-solving action would be to look at the time students are spending on the learning games to ensure that students are completing lessons and not just play games. If students are spending more than 50 minutes per week, a review of the schedule is needed. The extra time could be shifted to teacher-led instruction.

The third section looks at the percent of lessons that students have passed. If less than 70% of lesson have been passed by a student or group of students, it may be necessary to pull students into a small group on work with them independently with reteaching of the skill. Goal setting, reflective conversations, data chats and trackers may also assist in getting students to where they should be.

The final piece of this action plan worksheet evaluates online instruction use for the class. If there are no issues revealed in the first three sections, it is time to celebrate students' achievements.

Slide 12

We have covered a great deal of information today. Are there any questions you have at this time?

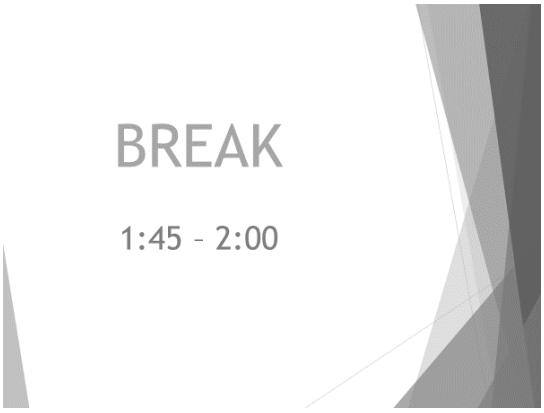
Slide 13

I would like for you to complete a brief survey about today's professional development session. Your feedback will allow me to determine if there is a need to plan any additional trainings.

On the right-hand side of your folder, there is a paper survey. Thank you in advance for your honest feedback.

Give until 1:45.

Slide 14



Let's take a 15-minute break. When we return, the remainder of our time together will be for you to investigate further any of the topics we have covered. If you have any questions, please let me know and I will work to assist you in any way that I can.

Slide 15

Welcome back.
As previously mentioned, the next hour is your time. Please feel free to explore the i-Ready program and instructional resources.

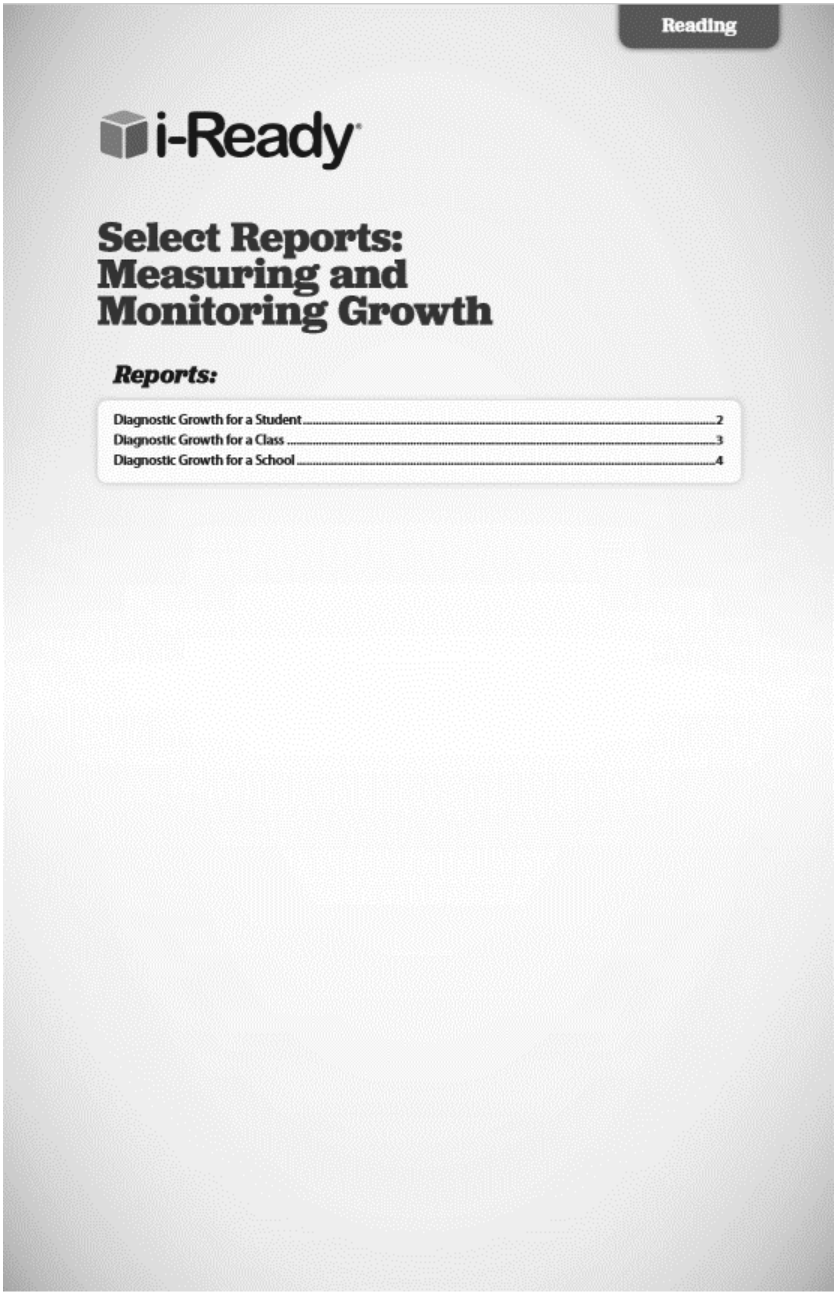
If you have questions or need assistance, I would be happy to assist you.

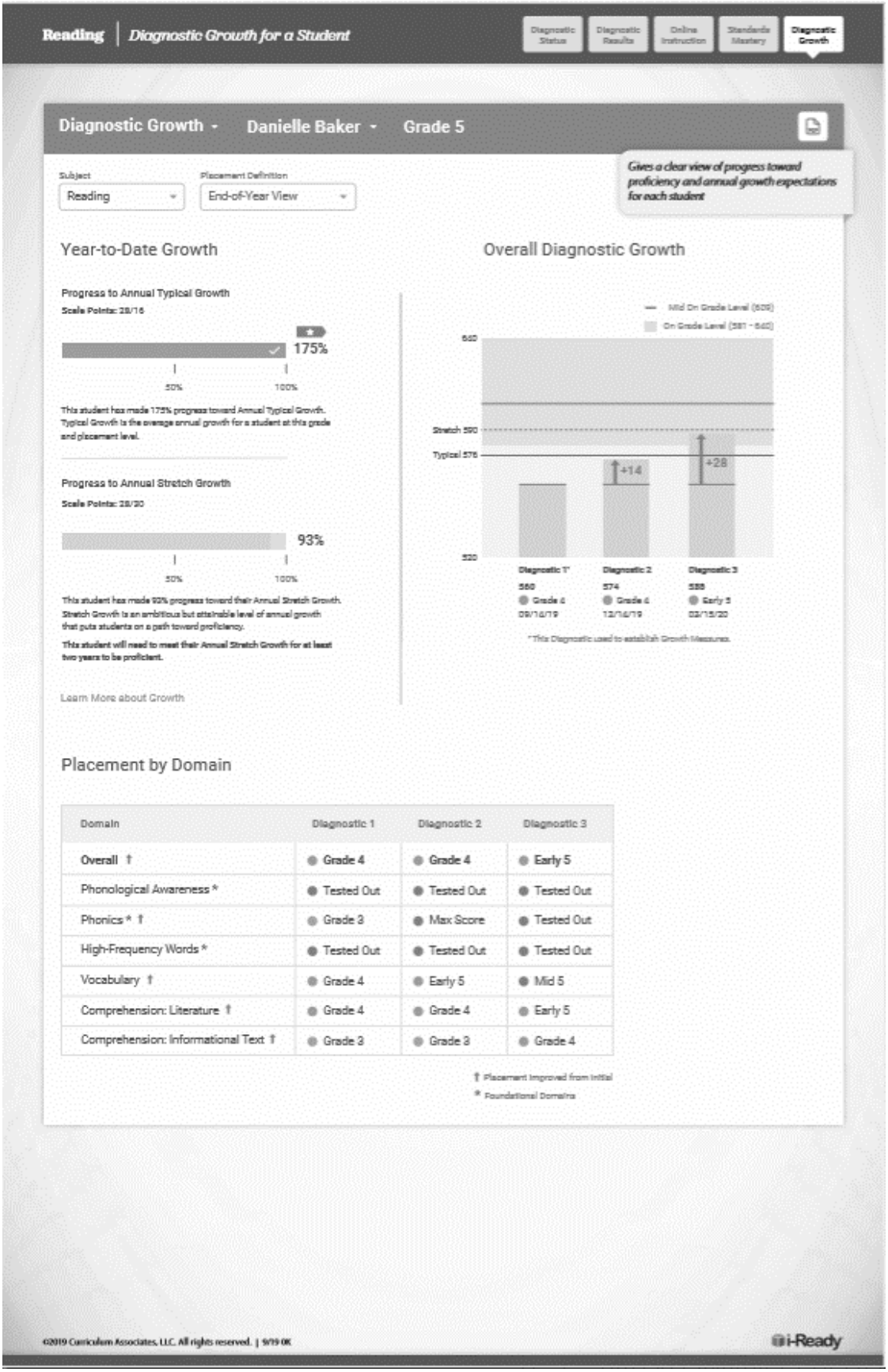
Slide 16

Before we dismiss for the day, I would like to say thank you. Your attention and efforts throughout the day are greatly appreciated. I hope that you have many new resources that will assist you in your planning and implementation of the i-Ready program.

Handouts for Day 3

Slide 4




Reading | Diagnostic Growth for a Student
Diagnostic Status
Diagnostic Results
Online Instruction
Standards Mastery
Diagnostic Growth
Diagnostic Growth
Danielle Baker
Grade 5
Subject
Reading
Placement Definition
End-of-Year View
Gives a clear view of progress toward proficiency and annual growth expectations for each student
Year-to-Date Growth
Progress to Annual Typical Growth
Scale Points: 28/16
175%
50%
100%
This student has made 175% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and placement level.
Progress to Annual Stretch Growth
Scale Points: 28/30
93%
50%
100%
This student has made 93% progress toward their Annual Stretch Growth. Stretch Growth is an ambitious but attainable level of annual growth that puts students on a path toward proficiency.
This student will need to meet their Annual Stretch Growth for at least two years to be proficient.
Learn More about Growth
Overall Diagnostic Growth
Mid On Grade Level (609)
On Grade Level (581 - 640)
640
Stretch 590
Typical 576
520
+14
+28
Diagnostic 1*
560
Grade 4
09/16/19
Diagnostic 2
574
Grade 4
12/16/19
Diagnostic 3
588
Early 5
03/15/20
*This Diagnostic used to establish Growth Measures.
Placement by Domain
Domain
Diagnostic 1
Diagnostic 2
Diagnostic 3
Overall †
Grade 4
Grade 4
Early 5
Phonological Awareness *
Tested Out
Tested Out
Tested Out
Phonics * †
Grade 3
Max Score
Tested Out
High-Frequency Words *
Tested Out
Tested Out
Tested Out
Vocabulary †
Grade 4
Early 5
Mid 5
Comprehension: Literature †
Grade 4
Grade 4
Early 5
Comprehension: Informational Text †
Grade 3
Grade 3
Grade 4
† Placement Improved from Initial
* Foundational Domains
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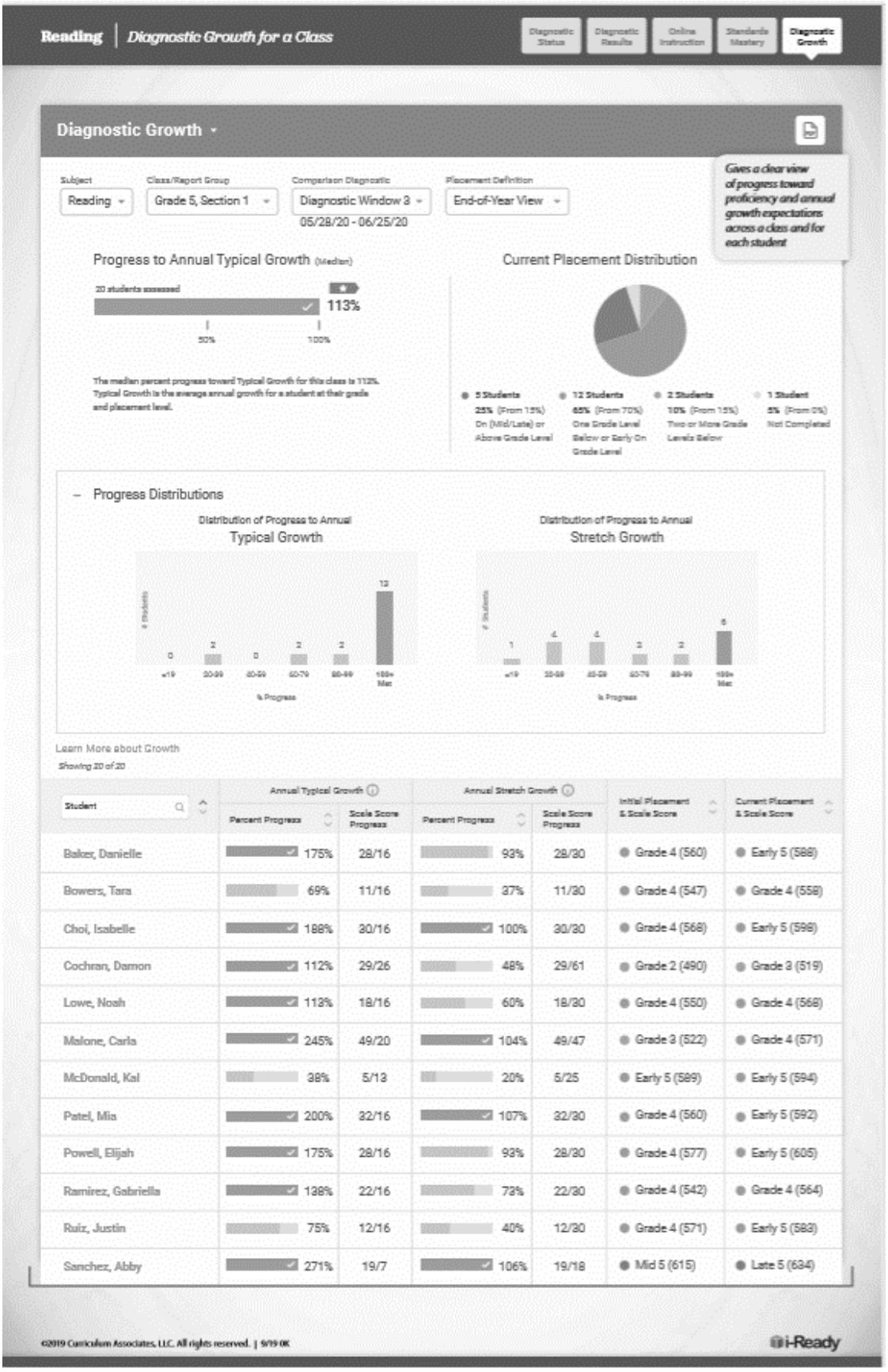
i-Ready



Reading | Diagnostic Growth for a Class

Diagnostic Status | Diagnostic Results | Online Instruction | Standards Mastery | Diagnostic Growth

Diagnostic Growth

Subject: Reading | Class/Report Group: Grade 5, Section 1 | Comparison Diagnostic: Diagnostic Window 3 (05/28/20 - 06/25/20) | Placement Definition: End-of-Year View

Gives a clear view of progress toward proficiency and annual growth expectations across a class and for each student

Progress to Annual Typical Growth (Median)

20 students assessed

113%

50%

100%

The median percent progress toward Typical Growth for this class is 113%. Typical Growth is the average annual growth for a student at their grade and placement level.

Current Placement Distribution

- 5 Students — 25% (From 15%) On (Mid/Late) or Above Grade Level
- 12 Students — 65% (From 70%) One Grade Level Below or Early On Grade Level
- 2 Students — 10% (From 15%) Two or More Grade Levels Below
- 1 Student — 5% (From 0%) Not Completed

– Progress Distributions

Distribution of Progress to Annual Typical Growth

Students: 0, 2, 0, 2, 2, 12

<19 | 20-39 | 40-59 | 60-79 | 80-99 | 100+ Met

% Progress

Distribution of Progress to Annual Stretch Growth

Students: 1, 4, 4, 3, 3, 6

<19 | 20-39 | 40-59 | 60-79 | 80-99 | 100+ Met

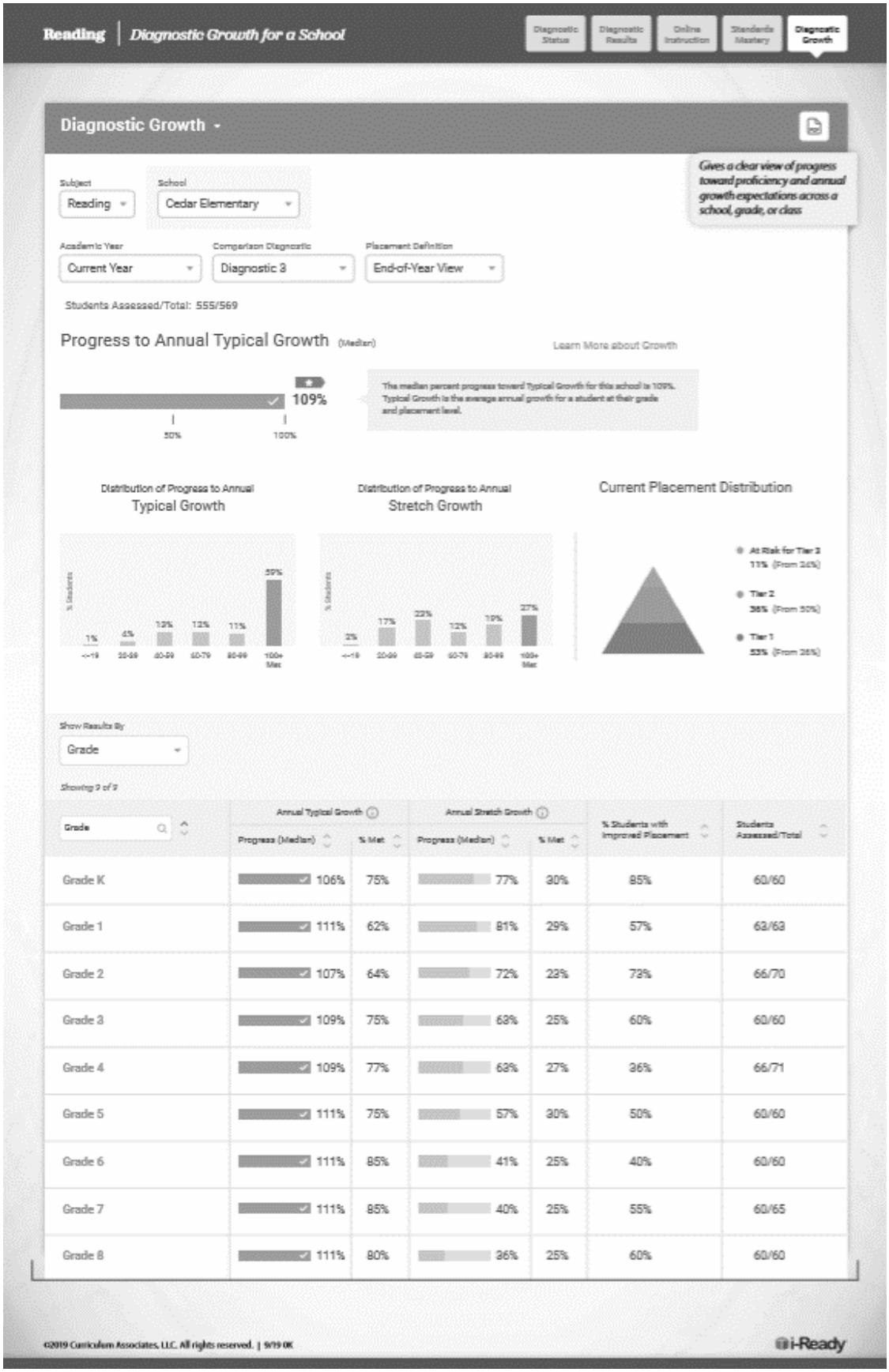
% Progress

Learn More about Growth

Showing 20 of 20

Student	Annual Typical Growth: Percent Progress	Annual Typical Growth: Scale Score Progress	Annual Stretch Growth: Percent Progress	Annual Stretch Growth: Scale Score Progress	Initial Placement & Scale Score	Current Placement & Scale Score
Baker, Danielle	175%	28/16	93%	28/30	Grade 4 (560)	Early 5 (588)
Bowers, Tara	69%	11/16	37%	11/30	Grade 4 (547)	Grade 4 (558)
Choi, Isabelle	188%	30/16	100%	30/30	Grade 4 (568)	Early 5 (598)
Cochran, Damon	112%	29/26	48%	29/61	Grade 2 (490)	Grade 3 (519)
Lowe, Noah	113%	18/16	60%	18/30	Grade 4 (550)	Grade 4 (568)
Malone, Carla	245%	49/20	104%	49/47	Grade 3 (522)	Grade 4 (571)
McDonald, Kai	38%	5/13	20%	5/25	Early 5 (589)	Early 5 (594)
Patel, Mia	200%	32/16	107%	32/30	Grade 4 (560)	Early 5 (592)
Powell, Elijah	175%	28/16	93%	28/30	Grade 4 (577)	Early 5 (605)
Ramirez, Gabriella	138%	22/16	73%	22/30	Grade 4 (542)	Grade 4 (564)
Ruiz, Justin	75%	12/16	40%	12/30	Grade 4 (571)	Early 5 (583)
Sanchez, Abby	271%	19/7	106%	19/18	Mid 5 (615)	Late 5 (634)

i-Ready


Reading | Diagnostic Growth for a School
Diagnostic Status
Diagnostic Results
Online Instruction
Standards Mastery
Diagnostic Growth
Diagnostic Growth
Gives a clear view of progress toward proficiency and annual growth expectations across a school, grade, or class
Subject
Reading
School
Cedar Elementary
Academic Year
Current Year
Comparison Diagnostic
Diagnostic 3
Placement Definition
End-of-Year View
Students Assessed/Total: 555/569
Progress to Annual Typical Growth (Median)
Learn More about Growth
109%
50%
100%
The median percent progress toward Typical Growth for this school is 109%. Typical Growth is the average annual growth for a student at their grade and placement level.
Distribution of Progress to Annual Typical Growth
Distribution of Progress to Annual Stretch Growth
Current Placement Distribution
% Students
1%
4%
13%
13%
11%
59%
2%
17%
22%
12%
10%
27%
<-10
-10-19
20-39
40-59
60-79
80-99
100+ Met
At Risk for Tier 3
11% (From 24%)
Tier 2
36% (From 50%)
Tier 1
53% (From 26%)
Show Results By
Grade
Showing 9 of 9
Grade
Annual Typical Growth
Progress (Median)
% Met
Annual Stretch Growth
Progress (Median)
% Met
% Students with Improved Placement
Students Assessed/Total
Grade K 106% 75% 77% 30% 85% 60/60
Grade 1 111% 62% 81% 29% 57% 63/63
Grade 2 107% 64% 72% 23% 73% 66/70
Grade 3 109% 75% 69% 25% 60% 60/60
Grade 4 109% 77% 69% 27% 36% 66/71
Grade 5 111% 75% 57% 30% 50% 60/60
Grade 6 111% 85% 41% 25% 40% 60/60
Grade 7 111% 85% 40% 25% 55% 60/65
Grade 8 111% 80% 36% 25% 60% 60/60
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i-Ready

Slide 5

i-Ready

Which Placement Definition should I select?

Overview

On the Diagnostic Status, Diagnostic Results, and Diagnostic Growth reports you are asked to select the "**Placement Definition**" for your students.

- This feature gives you the flexibility to define what it means for a student to be considered On Grade Level (green). As you choose, you can consider how learning progresses throughout the year (i.e., in the beginning of the year students have not been exposed to grade-level material yet).
- **Student scale scores, placement levels, and growth measures do not change, regardless of what view you use**, but how students are categorized and color-coded in your report does change.

Understanding "Placement Definition"

View	Students Are Considered . . .	Use This View*
Beginning-of-Year	● (green) if they are Emerging (place one year below their current grade) or place Early, Mid, or Late within their current grade level or above. ● (yellow) if they place Two Grade Levels Below their current grade. ● (red) if they place Three or More Grade Levels Below their current grade.	• To understand students' needs at the beginning of the year (to account for possible learning loss and that they may not have been exposed to material from their current grade level yet) • To create initial instruction and intervention groups
Standard	● (green) if they place within their current grade level at Early, Mid, or Late On Grade Level. ● (yellow) if they place One Grade Level Below their current grade. ● (red) if they place Two or More Grade Levels Below their current grade.	• To understand how students are performing during the school year • As the "default" view throughout the year in most reports
End-of-Year	● (green) if they place Mid or Late On Grade Level in their current grade or Above Grade Level. ● (yellow) if they place One Grade Level Below their current grade or Early On Grade Level in their current grade. ● (red) if they place Two or More Grade Levels Below their current grade.	• To understand which students have met the minimum requirements to be considered proficient for their grade • As the "default" view in the Diagnostic Growth reports

** When comparing two or more reports, it is very important to make sure you have selected the same Placement Definition for every report.*

Example

Fourth grader Michael gets a scale score of 470 on the 2nd Diagnostic. This places him Early On Grade Level in his current grade. If his teacher runs her reports using:

- **Beginning-of-Year** or **Standard View:** Michael's score will be considered On Grade Level and his score will be shaded green (●).
- **End-of-Year View:** Because Michael's score places him Early On Grade Level, it will be shaded yellow (●).

View	Two Grades Previous	Previous Grade	Current Grade		
Beginning-of-Year			Early	Mid	Late
Standard			Early	Mid	Late
End-of-Year			Early	Mid	Late

Michael
2nd Diagnostic
Scale Score: 470

Slide 8

i-Ready

Student Online Instruction Lesson Logs

Students can use Online Instruction Lesson Logs to track their progress through *i-Ready* lessons and capture learnings as well as questions. Use one or more of the following Online Instruction Lesson Logs with your students to help them track their progress.

I-READY CENTRAL RESOURCE CONNECTION

For more Online Instruction tips and resources, go to i-ReadyCentral.com/OnlineInstruction.

For more tips and resouces on engaging students, go to i-ReadyCentral.com/EngageStudents.

i-Ready Online Instruction Lesson Log

Name: _____ **Date:** _____

Lesson Name: _____ **Quiz Score:** _____

What did you learn today?

What questions do you have?

i-Ready Online Instruction Lesson Log

Name: _____ **Date:** _____

Lesson Name: _____ **Quiz Score:** _____

What was the lesson about?

What did you learn today?

What questions do you have? What do you want to learn more about?

i-Ready Online Instruction Lesson Log

Name: _____ **Date:** _____

Lesson Name: _____ **Quiz Score:** _____

What was the lesson about?

What did you learn today?

What questions do you have? What do you want to learn more about?

How did this lesson help you with your learning goals?

i-Ready

Strategies to Engage Students

Use this Ideas list to plan a student engagement system of your choice. Pick one system from the options below and use the prompts provided to talk with students about its importance. Map out your plan using the Planning Template on the other side.

Ideas	Materials	Prompts
Fill the Jar: Class System (Daily) 	**Jars:** Order jars such as these or have students bring recycled jars from home. **Labels:** Use labels such as these or cut paper to tape on the jars. **Filler:** Use pom poms, marbles, candy, or beads.	Establish a daily routine that allows students to earn pom poms as positive feedback while watching their collective class progress. • *"Let's work as a team to fill our* i-Ready *class jar!"* • *You'll add a __ to the jar every time you ___ in* i-Ready*."* • *"When you pass a lesson, raise your hand quietly so I can bring the jar to your seat."* • *"When the jar is half full, we'll celebrate with ___. When it's completely full, we'll do a class-selected activity."*
Punch Cards: Student System (Weekly) 	**Punch cards:** Download and print punch cards from here. **Hole puncher** or **stickers** **3 x 5 library pockets or pocket chart**	Pick a day at the start of each week for students to pull their cards from the card wall. Take five minutes on this day to chat with students about last week's progress. • *"It's important to reflect on what we're learning and celebrate our hard work! We will use punch cards to track our passed* i-Ready *lessons."* • *"Please place your card on your desk as I come around to award a punch for each lesson you passed last week."* • *"When you fill the card, it will be your ticket to ___."*
Tracking Wall: Schoolwide System (Monthly) 	**Goal Gauges:** Download here or create your own. **Bulletin board letters** **Border** **Art to fit your school's theme**	Make learning visual with a friendly team competition in a public spot such as your hallway or cafeteria. Use a theme that students find relatable. • *"We're going to have a schoolwide challenge called ___ to track our learning and celebrate progress."* • *"Every week during morning announcements, ___ will update the whole school on which team is passing the most* i-Ready *lessons!"*

Visit i-ReadyCentral.com/Ideas for tips and tools from other educators about engaging students with *i-Ready*!

Make your plan →

Strategies to Engage Students

Planning Template

Use the prompts and checklist below to determine the details of your plan.

Why: Determine the priority.

- What would success look like?
- How does it connect to learning?

End Goal(s): Check all that apply.

Online Instruction

- ☐ Number of lessons passed
- ☐ Percent of Lessons Passed
- ☐ Streaks
- ☐ Other: _____

Diagnostic

- ☐ Rush flags
- ☐ Progress toward growth
- ☐ Students putting forth best effort
- ☐ Proficiency
- ☐ Other: _____

Who?	*What?*
Owners: *Decide who will own what.*	*Materials:* *Refer to the other side of this resource for suggestions.*
• Will we have a committee, one teacher or leader, and/or involve students? • Order materials: _____ • Build final materials (e.g., put labels on jars, print punch cards, etc.): _____ • Communicate the rules to staff and students: _____ • Distribute materials: _____ • Run *i-Ready* report to identify winners: _____ • Other: _____ : _____	1. 2. 3. 4. 5.

When?	*How?*
Key Dates	*Key Decisions*
Time frame: Start date: End date: How often will it be updated? *(Check one)* ☐ Daily ☐ Monthly ☐ Weekly ☐ Biweekly	Audience: *(Check one)* ☐ Classwide | ☐ Schoolwide Rewards: *(Check all that apply)* ☐ Tangibles ☐ Recognition ☐ Team celebrations Communication: • How/when will this be rolled out to students and families? • Routine for updating data (e.g., posting leaders to weekly leaderboard):

Directions: Follow the guidance below for what to do before, during, and after your system is in place.

Before

- ☐ Schedule a planning meeting with owners to design the theme, order materials, determine key dates, and make key decisions.
- ☐ Prepare materials and distribute.

During

- ☐ Track or announce data regularly, using leader boards, morning announcements, photos in newsletters, social media, family newsletters, prize patrol, etc. **(bulletin board headers)**
- ☐ Tie to student learning **(trackers, lessons logs, data chats)**
  - It is crucial to pause to discuss progress throughout the initiative so students know where they are.

Secret to Success! Communicate with students weekly about progress to develop an intrinsic love of learning.

After

- ☐ Celebrate progress and success!
- ☐ Debrief with *i-Ready* reports to reflect on what went well, what could be improved for next time, and the impact on student learning.
- ☐ Determine goals for your next engagement initiative.

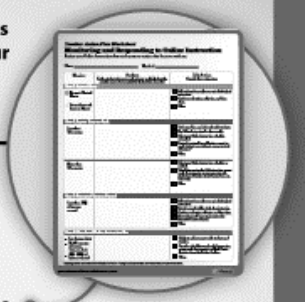
Search the bolded terms on i-ReadyCentral.com to download.

Slide 11

Teacher Worksheet

Online Instruction Action Plan

Monitoring *i-Ready* Online Instruction is an important step in responding to your students' needs.



Directions

1. **Set aside planning time once a week** to review your students' Online Instruction data.
2. **Familiarize yourself** with how to monitor Online Instruction.
3. **Use the worksheet on the next page** to organize your data and plan next steps for responding to your students.

How to Monitor Online Instruction

Use: The Online Instruction (Class) report

Look at:

Lesson Alerts

***Goal:* Monitor and respond.**

The icons below indicate the student is struggling in Online Instruction.

- ⊗ **Shutoff alert:** A domain is shut off.
- ⚠ **Struggling with Lessons alert:** Student is at risk of having a domain shut off.

Lesson Time-on-Task

***Goal:* Individual students aim for 45 minutes per subject each week and maintain a recommended range of 30–49 minutes of Online Instruction.**

The recommended range of Online Instruction time is 30–49 minutes per subject each week. It is helpful to aim for 45 minutes.

If schedules permit, allotting 60 minutes to account for transitions and housekeeping provides students with enough time for individual students to achieve the recommended range for Lesson Time-on-Task.

% of Lessons Passed

***Goal:* At or above 70% of lessons passed.**

Maintaining 70%–100% of lessons passed is a recommended range that indicates progress in Online Instruction.

If using *i-Ready* Online Instruction with kindergarten students, consider looking at the number of lessons passed as well.

Teacher Action Plan Worksheet

Monitoring and Responding to Online Instruction

Review your Online Instruction data and create an action plan for your students.

Class: _____ **Week of:** _____

Monitor	Analyze *List the students who are in each category and think about the possible causes. Review individual student data as needed.*	Take Action *Consider these action steps:*
Row 1: Lesson Alerts		
⊗ **Domain Shutoff Alerts** ⚠ **Struggling with Lessons Alerts**		☐ Pull students for small group or individualized instruction. ☐ Conduct goal setting, reflection, and data chats. ☐ Other:
Row 2: Lesson Time-on-Task		
Less than 30 minutes		☐ Set Lesson Time-on-Task goals with students. ☐ Use Online Instruction Trackers weekly. ☐ Adjust your Online Instruction schedule as needed. ☐ Review Learning Games Playtime report to see if students are working in games instead of lessons.* ☐ Other:
More than 50 minutes		☐ Adjust your Online Instruction schedule as needed. ☐ Schedule more teacher-led instruction, group work, class projects, or communicate with students and families about Lesson Time-on-Task goals. ☐ Other:
Row 3: Percent of Lessons Passed		
Less than 70% of lessons passed		☐ Pull students for small group or individualized instruction. ☐ Reteach a specific skill in whole class instruction. ☐ Conduct goal setting, reflection, and data chats. ☐ Use trackers and/or create incentives for Percent of Lessons Passed. ☐ Other:
Row 4: Class-Level Online Instruction Use		
✓ **Few lesson alerts** ✓ **30–49 minutes of Lesson Time-on-Task** ✓ **70%–100% of lessons passed**		☐ Celebrate achievements with students and families. ☐ Consider scheduling teacher-led instruction, group work, class projects, or Math Center Activities from the Teacher Toolbox. ☐ Other:

Learning Games are available to students in Grades K-5 using i-Ready Instruction for Mathematics, at district discretion.

Appendix B: Stages of Concern Questionnaire

The purpose of this questionnaire is to determine what people who are using or thinking about using various programs are concerned about at various times during the adoption process.

The items were developed from typical responses of school and college teachers who ranged from no knowledge at all about various programs to many years' experience using them. Therefore, **many of the items on this questionnaire may appear to be of little relevance or irrelevant to you at this time**. For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale.

For example:

This statement is very true to me at this time.	0 1 2 3 4 5 6 7
This statement is somewhat true of me now.	0 1 2 3 4 5 6 7
This statement is not at all true of me at this time.	0 1 2 3 4 5 6 7
This statement seems irrelevant to me.	0 1 2 3 4 5 6 7

Please respond to the items in terms of **your present concerns**, or how you feel about your involvement with **this** innovation. We do not hold any one definition of the innovation so please think of it in terms of your own perception of what it involves. Phrases such as "this approach" and "the new system" all refer to the same innovation. Remember to respond to each item in terms of your present concerns about your involvement or potential involvement with the innovation.

Thank you for taking time to complete this task.

0	1 2	3 4 5	6 7
Irrelevant	Not true of me now	Somewhat true of me now	Very true of me now

Circle One Number For Each Item

1. I am concerned about students' attitudes toward i-Ready.	0 1 2 3 4 5 6 7
2. I now know of some other approaches that might work better.	0 1 2 3 4 5 6 7
3. I am more concerned about another innovation.	0 1 2 3 4 5 6 7
4. I am concerned about not having enough time to organize myself each day.	0 1 2 3 4 5 6 7
5. I would like to help other faculty in their use of i-Ready.	0 1 2 3 4 5 6 7
6. I have a very limited knowledge of i-Ready.	0 1 2 3 4 5 6 7
7. I would like to know the effect of my reorganization on my professional status.	0 1 2 3 4 5 6 7
8. I am concerned about conflict between my interests and my responsibilities.	0 1 2 3 4 5 6 7
9. I am concerned about revising my use of i-Ready.	0 1 2 3 4 5 6 7
10. I would like to develop working relationships with both our faculty and outside faculty using i-Ready.	0 1 2 3 4 5 6 7
11. I am concerned about how i-Ready affects students.	0 1 2 3 4 5 6 7
12. I am not concerned about i-Ready at this time.	0 1 2 3 4 5 6 7
13. I would like to know who will make the decisions in the new system.	0 1 2 3 4 5 6 7
14. I would like to discuss the possibility of using i-Ready.	0 1 2 3 4 5 6 7
15. I would like to know what resources are available if we decide to adopt the innovation.	0 1 2 3 4 5 6 7
16. I am concerned about my inability to manage all that i-Ready requires.	0 1 2 3 4 5 6 7
17. I would like to know how my teaching or administration is supposed to change.	0 1 2 3 4 5 6 7
18. I would like to familiarize other departments or persons with the progress of this new approach.	0 1 2 3 4 5 6 7
19. I am concerned about evaluating my impact on students.	0 1 2 3 4 5 6 7
20. I would like to revise i-Ready's approach.	0 1 2 3 4 5 6 7
21. I am preoccupied with things other than i-Ready.	0 1 2 3 4 5 6 7

22. I would like to modify our use of i-Ready based on the experiences of our students.	0 1 2 3 4 5 6 7
23. I spend little time thinking about the innovation.	0 1 2 3 4 5 6 7
24. I would like to excite my students about their part in this approach.	0 1 2 3 4 5 6 7
25. I am concerned about time spent working with nonacademic problems related to i-Ready.	0 1 2 3 4 5 6 7
26. I would like to know what the use of i-Ready will require in the immediate future.	0 1 2 3 4 5 6 7
27. I would like to coordinate my efforts with others to maximize i-Ready's effects.	0 1 2 3 4 5 6 7
28. I would like to have more information on time and energy commitments required by i-Ready.	0 1 2 3 4 5 6 7
29. I would like to know what other faculty are doing in this area.	0 1 2 3 4 5 6 7
30. Currently, other priorities prevent me from focusing my attention on i-Ready.	0 1 2 3 4 5 6 7
31. I would like to determine how to supplement, enhance, or replace i-Ready.	0 1 2 3 4 5 6 7
32. I would like to use feedback from students to change the program.	0 1 2 3 4 5 6 7
33. I would like to know how my role will change when I am using i-Ready.	0 1 2 3 4 5 6 7
34. Coordination of tasks and people is taking too much of my time.	0 1 2 3 4 5 6 7
35. I would like to know how i-Ready is better than what we have now.	0 1 2 3 4 5 6 7

Adapted from:

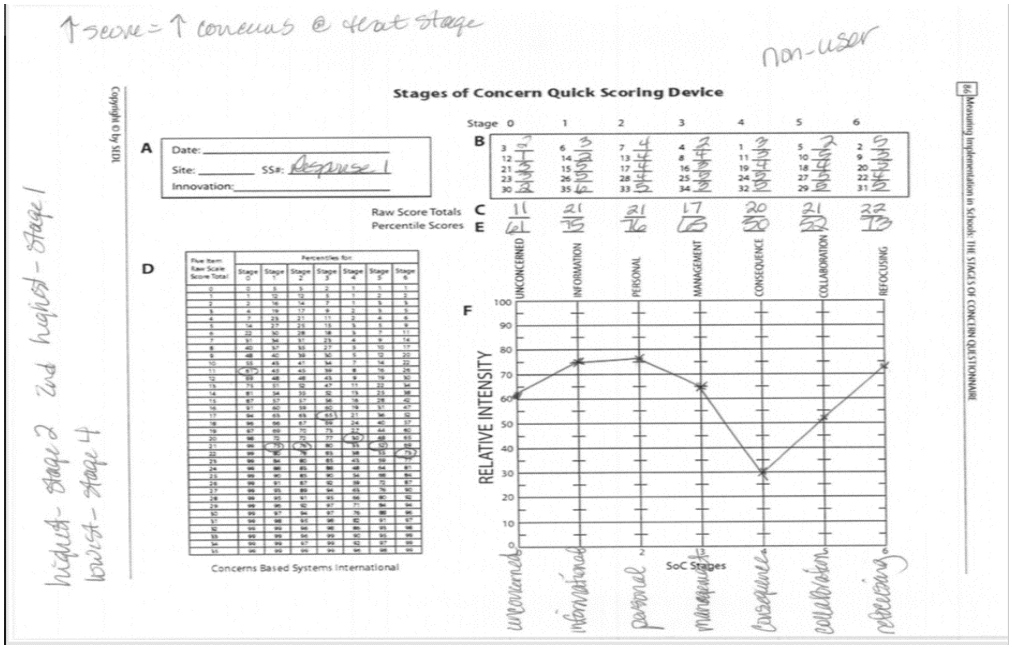
Hord, S. M & Roussin, J. L. (2013). *Implementing change through learning: Concerns-Based concepts, tools, and strategies for guiding change*. Thousand Oaks, CA: SAGE

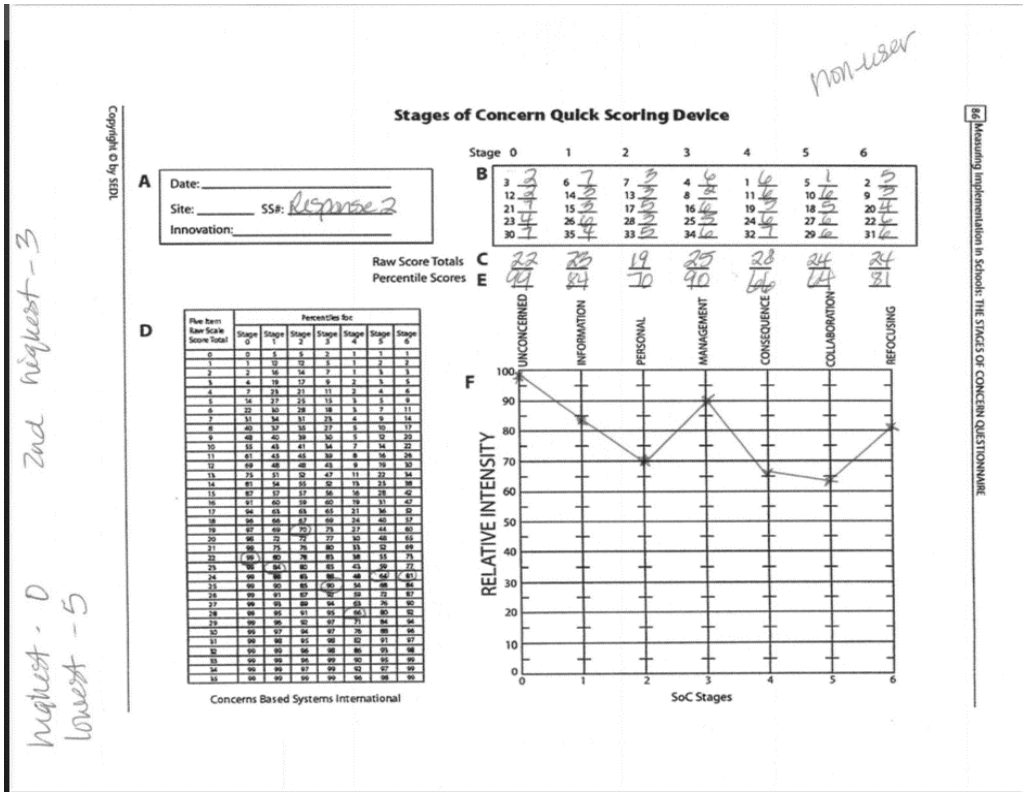
Appendix C: Full Survey Online Version of SoCQ

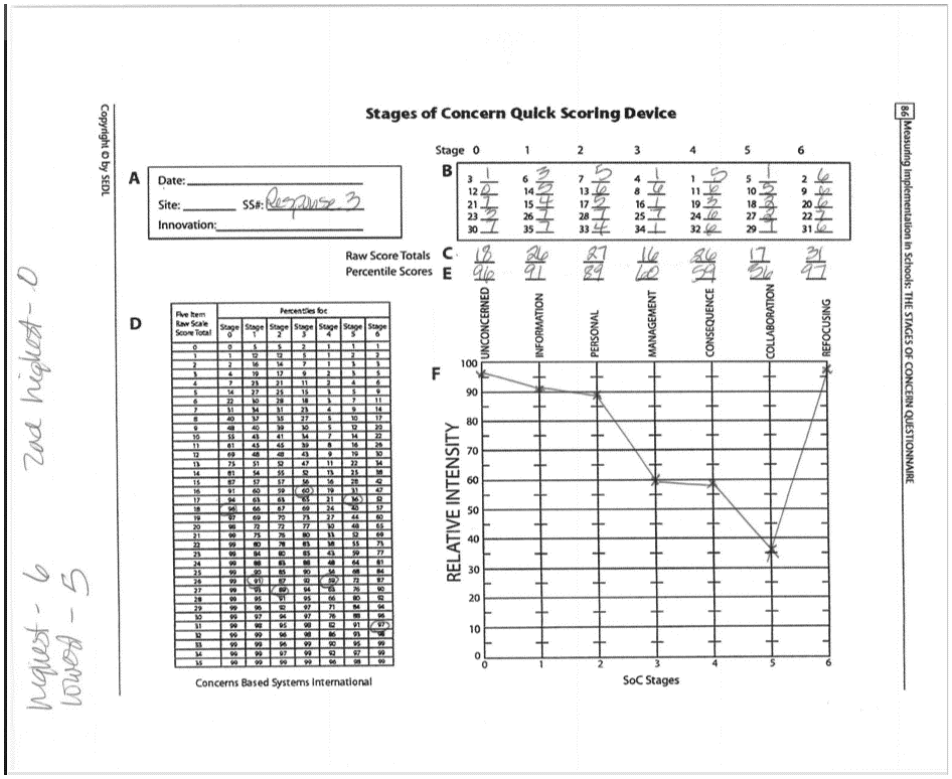
Stage	Items
0 (awareness)	#3 - I am more concerned about another innovation. #12 - I am not concerned about i-Ready at this time. #21 - I am preoccupied with things other than i-Ready. #23 - I spend little time thinking about i-Ready. #30 - Currently, other priorities prevent me from focusing my attention on i-Ready.
1 (informational)	#6 - I have a very limited knowledge of i-Ready. #14 - I would like to discuss the possibility of using i-Ready. #15 - I would like to know what resources are available if we decide to adopt the innovation. #26 - I would like to know what the use of i-Ready will require in the immediate future. #35 - I would like to know how i-Ready is better than what we have now.
2 (personal)	#7 - I would like to know the effect of my reorganization on my professional status. #13 - I would like to know who will make the decisions in the new system. #17 - I would like to know how my teaching or administration is supposed to change. #28 - I would like to have more information on time and energy commitments required by i-Ready. #33 - I would like to know how my role will change when I am using i-Ready.
3 (management)	#4 - I am concerned about not having enough time to organize myself each day. #8 - I am concerned about conflict between my interests and my responsibilities. #16 - I am concerned about my inability to manage all that i-Ready requires. #25 - I am concerned about time spent working with nonacademic problems related to i-Ready. #34 - Coordination of tasks and people is taking too much of my time.
4 (consequence)	#1 - I am concerned about students' attitudes toward i-Ready. #11 - I am concerned about how i-Ready affects students. #19 - I am concerned about evaluating my impact on students. #24 - I would like to excite my students about their part in this approach.

	#32 - I would like to use feedback from students to change the program.
5 (collaboration)	#5 - I would like to help other faculty in their use of i-Ready. #10 - I would like to develop working relationships with both our faculty and outside faculty using i-Ready. #18 - I would like to familiarize other departments or persons with the progress of this new approach. #27 - I would like to coordinate my efforts with others to maximize i-Ready's efforts. #29 - I would like to know what other faculty are doing in this area.
6 (refocusing)	#2 - I now know of some other approaches that might work better. #9 - I am concerned about revising my use of i-Ready. #20 - I would like to revise i-Ready's approach. #22 - I would like to modify our use of i-Ready based on experiences of our students. #31 - I would like to determine how to supplement, enhance, or replace i-Ready.

Appendix D: Graphs of Raw Scores to Percentile Scores







Stages of Concern Quick Scoring Device

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A Date: _____
Site: _____ SS#: Response 3
Innovation: _____

Stage 0 1 2 3 4 5 6

B

3 1	6 3	7 5	4 1	1 5	5 1	2 6
12 6	14 5	13 6	8 4	11 6	10 2	9 4
21 2	15 4	17 4	16 4	19 3	18 3	20 6
23 2	26 4	28 4	25 4	24 6	27 6	22 4
30 1	35 1	33 4	34 1	32 6	29 1	31 6

Raw Score Totals C 18 26 27 16 26 17 31
Percentile Scores E 46 91 89 60 94 56 97

D

Five Item Raw Scale Score Total	Percentiles for: Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
0	0	5	5	2	1	1	1
1	1	10	12	7	1	3	3
2	2	16	14	7	1	5	5
3	4	19	17	9	2	5	5
4	7	23	21	11	3	6	8
5	14	27	25	15	5	9	9
6	22	30	28	18	5	9	11
7	31	34	31	23	6	9	14
8	40	37	35	27	9	10	17
9	48	40	39	30	9	12	20
10	55	43	41	34	11	14	22
11	61	45	45	39	13	16	25
12	69	48	48	43	19	19	30
13	75	51	52	47	22	22	34
14	81	54	55	52	25	25	38
15	87	57	57	56	28	28	42
16	91	60	59	60	29	31	47
17	94	63	63	65	31	36	52
18	96	66	67	69	34	40	57
19	97	69	70	73	37	44	60
20	98	72	73	77	40	48	65
21	99	75	76	80	43	52	69
22	99	80	78	83	48	55	73
23	99	84	80	85	53	59	77
24	99	88	85	88	58	64	81
25	99	90	88	90	64	68	86
26	99	93	91	92	69	72	89
27	99	95	93	94	75	76	92
28	99	95	94	95	80	80	93
29	99	96	95	97	84	84	94
30	99	97	96	97	86	88	96
31	99	98	97	98	89	91	97
32	99	99	98	98	91	93	98
33	99	99	98	99	93	95	98
34	99	99	99	99	95	97	99
35	99	99	99	99	96	98	99

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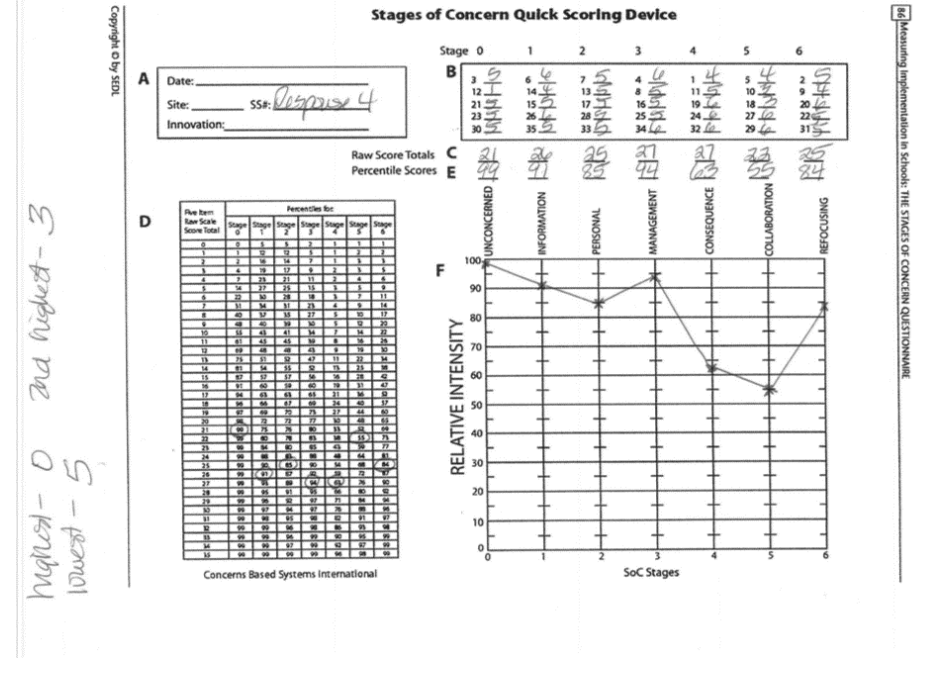
highest - 6 2nd highest - 0
lowest - 5



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A Date: _____
Site: _____ SS#: Response 4
Innovation: _____

Stage 0 1 2 3 4 5 6

B

3 5	6 4	7 5	4 6	1 4	5 4	2 5
12 1	14 5	13 5	8 5	11 5	10 3	9 4
21 4	15 5	17 4	16 5	19 4	18 3	20 4
23 4	26 4	28 5	25 5	24 4	27 6	22 4
30 4	35 5	33 5	34 4	32 6	29 6	31 4

Raw Score Totals C 21 30 25 27 27 23 25
Percentile Scores E 49 91 85 94 85 55 84

D

Five Item Raw Scale Score Total	Percentiles for: Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
0	0	5	5	2	1	1	1
1	1	10	12	7	1	3	3
2	2	16	14	7	1	5	5
3	4	19	17	9	2	5	5
4	7	23	21	11	3	6	8
5	14	27	25	15	5	9	9
6	22	30	28	18	5	9	11
7	31	34	31	23	6	9	14
8	40	37	35	27	9	10	17
9	48	40	39	30	9	12	20
10	55	43	41	34	11	14	22
11	61	45	45	39	13	16	25
12	69	48	48	43	19	19	30
13	75	51	52	47	22	22	34
14	81	54	55	52	25	25	38
15	87	57	57	56	28	28	42
16	91	60	59	60	29	31	47
17	94	63	63	65	31	36	52
18	96	66	67	69	34	40	57
19	97	69	70	73	37	44	60
20	98	72	73	77	40	48	65
21	99	75	76	80	43	52	69
22	99	80	78	83	48	55	73
23	99	84	80	85	53	59	77
24	99	88	85	88	58	64	81
25	99	90	88	90	64	68	86
26	99	93	91	92	69	72	89
27	99	95	93	94	75	76	92
28	99	95	94	95	80	80	93
29	99	96	95	97	84	84	94
30	99	97	96	97	86	88	96
31	99	98	97	98	89	91	97
32	99	99	98	98	91	93	98
33	99	99	98	99	93	95	98
34	99	99	99	99	95	97	99
35	99	99	99	99	96	98	99

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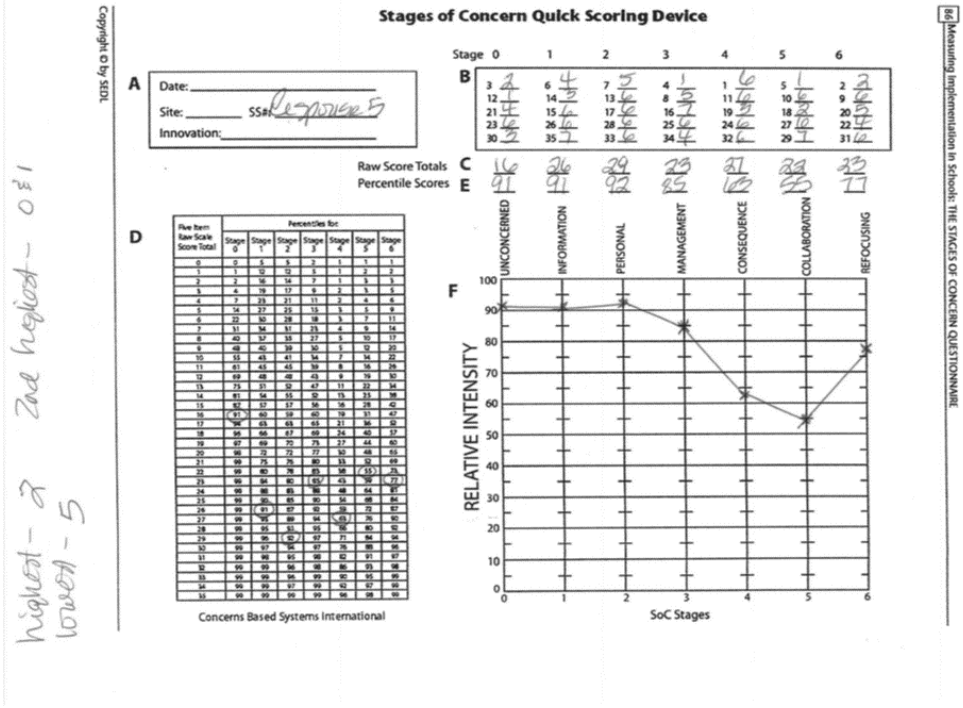
84 Measuring Implementation in Schools: THE STAGES OF CONCERN QUESTIONNAIRE

highest - 0 2nd highest - 3
lowest - 5



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Stages of Concern Quick Scoring Device

A Date: _____
Site: _____ SS#: Response 5
Innovation: _____

Stage	0	1	2	3	4	5	6
B	3 4 / 12 1 / 21 4 / 23 6 / 30 3	6 4 / 14 3 / 15 4 / 26 6 / 35 1	7 5 / 13 6 / 17 6 / 28 6 / 33 6	4 1 / 8 3 / 16 7 / 25 6 / 34 4	1 6 / 11 6 / 19 5 / 24 6 / 32 6	5 1 / 10 6 / 18 2 / 27 10 / 29 7	2 3 / 9 6 / 20 5 / 22 4 / 31 6
Raw Score Totals C	16	26	29	23	31	23	33
Percentile Scores E	91	91	92	85	100	85	77

D

Five Item Raw Scale Score Total	Percentiles for Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
0	0	5	5	2	1	1	1
1	1	10	10	3	1	2	3
2	2	16	14	7	1	3	3
3	4	19	17	9	2	3	5
4	7	23	21	11	2	4	6
5	14	27	25	15	3	5	9
6	22	30	28	18	3	7	11
7	31	34	31	23	4	9	14
8	40	37	35	27	5	10	17
9	48	40	38	30	5	12	20
10	55	43	41	34	7	14	22
11	61	45	45	38	8	16	26
12	69	48	48	43	9	19	30
13	75	51	52	47	11	22	34
14	81	54	55	52	15	33	38
15	87	57	58	56	16	28	42
16	91	60	59	60	19	31	47
17	94	63	63	63	21	36	52
18	96	66	67	69	24	40	57
19	97	69	70	73	27	44	60
20	98	72	73	77	30	48	64
21	99	75	76	80	33	52	69
22	99	80	78	83	38	55	73
23	99	84	80	87	43	58	77
24	99	88	85	90	48	64	81
25	99	90	89	93	54	68	84
26	99	93	92	95	58	72	87
27	99	95	94	96	63	76	90
28	99	95	95	97	70	80	92
29	99	96	97	97	71	84	94
30	99	97	98	97	76	88	96
31	99	98	99	98	82	91	97
32	99	99	99	98	86	93	98
33	99	99	99	99	90	95	99
34	99	99	99	99	92	97	99
35	99	99	99	99	94	98	99

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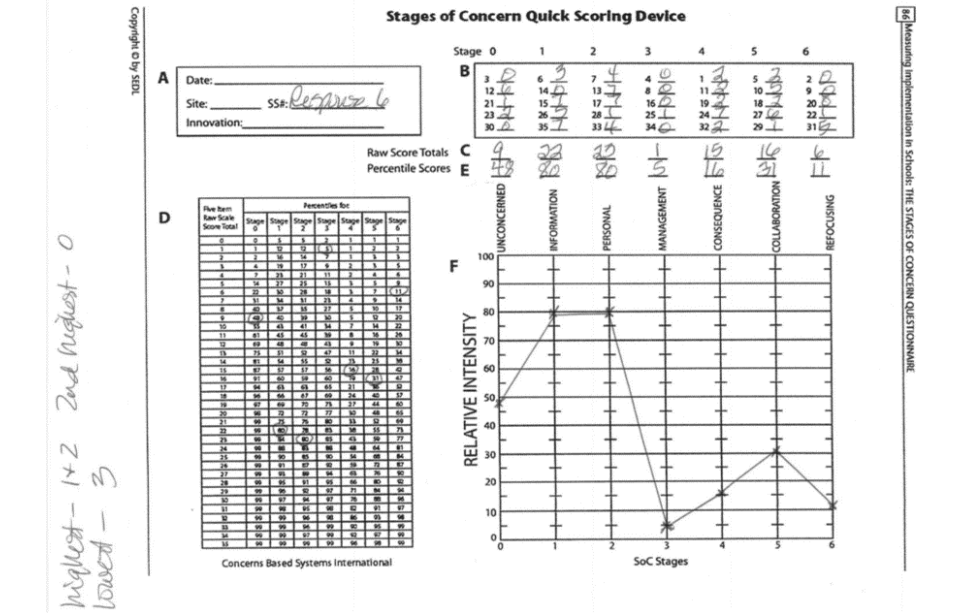
highest - 2 2nd highest - 0 & 1
lowest - 5

[86] Measuring Implementation in Schools: THE STAGES OF CONCERN QUESTIONNAIRE



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Stages of Concern Quick Scoring Device

A Date: _____
Site: _____ SS#: Response 6
Innovation: _____

Stage	0	1	2	3	4	5	6
B	3 0 / 12 4 / 21 1 / 23 4 / 30 6	6 3 / 14 5 / 15 4 / 26 3 / 35 1	7 4 / 13 1 / 17 1 / 28 1 / 33 4	4 0 / 8 0 / 16 0 / 25 1 / 34 0	1 2 / 11 2 / 19 2 / 24 2 / 32 2	5 2 / 10 3 / 18 2 / 27 6 / 29 1	2 0 / 9 0 / 20 0 / 22 1 / 31 6
Raw Score Totals C	9	22	20	1	12	16	6
Percentile Scores E	48	80	80	5	16	31	11

D

Five Item Raw Scale Score Total	Percentiles for Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
0	0	5	5	2	1	1	1
1	1	10	10	3	1	2	3
2	2	16	14	7	1	3	3
3	4	19	17	9	2	3	5
4	7	23	21	11	2	4	6
5	14	27	25	15	3	5	9
6	22	30	28	18	3	7	11
7	31	34	31	23	4	9	14
8	40	37	35	27	5	10	17
9	48	40	38	30	5	12	20
10	55	43	41	34	7	14	22
11	61	45	45	38	8	16	26
12	69	48	48	43	9	19	30
13	75	51	52	47	11	22	34
14	81	54	55	52	15	33	38
15	87	57	58	56	16	28	42
16	91	60	59	60	19	31	47
17	94	63	63	63	21	36	52
18	96	66	67	69	24	40	57
19	97	69	70	73	27	44	60
20	98	72	73	77	30	48	64
21	99	75	76	80	33	52	69
22	99	80	78	83	38	55	73
23	99	84	80	87	43	58	77
24	99	88	85	90	48	64	81
25	99	90	89	93	54	68	84
26	99	93	92	95	58	72	87
27	99	95	94	96	63	76	90
28	99	95	95	97	70	80	92
29	99	96	97	97	71	84	94
30	99	97	98	97	76	88	96
31	99	98	99	98	82	91	97
32	99	99	99	98	86	93	98
33	99	99	99	99	90	95	99
34	99	99	99	99	92	97	99
35	99	99	99	99	94	98	99

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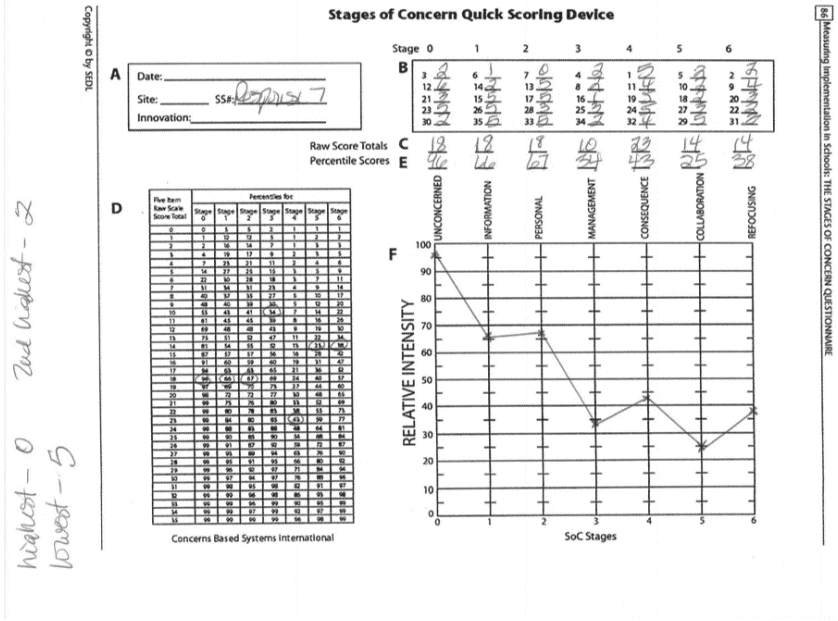
highest - 1+2 2nd highest - 0
lowest - 3

[86] Measuring Implementation in Schools: THE STAGES OF CONCERN QUESTIONNAIRE



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86 Measuring Implementation in Schools: THE STAGES OF CONCERN QUESTIONNAIRE

A Date: _____
Site: _____ SS#: Response 7
Innovation: _____

B

Stage 0	1	2	3	4	5	6
3 2	6 1	7 6	4 3	1 5	5 3	2 4
12 4	14 4	13 5	8 4	11 4	10 4	9 4
21 3	15 5	17 5	16 1	19 5	18 3	20 3
23 3	26 5	28 5	25 3	24 5	27 3	22 3
30 2	35 5	33 5	34 2	32 4	29 3	31 2

Raw Score Totals C: 12 | 12 | 18 | 10 | 22 | 14 | 14
Percentile Scores E: 46 | 46 | 67 | 24 | 43 | 25 | 28

D

Five Item Raw Scale Score Total	Percentiles for: Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
0	0	5	5	2	1	1	1
1	1	10	10	5	1	3	3
2	2	16	14	7	1	5	5
3	4	19	17	9	2	5	5
4	7	23	21	11	3	6	6
5	14	27	25	15	4	8	9
6	20	30	28	18	5	9	11
7	33	36	33	23	6	12	14
8	40	37	35	27	8	14	20
9	48	40	39	30	9	16	22
10	55	43	41	34	11	19	25
11	61	45	45	39	13	22	28
12	69	48	48	43	16	25	30
13	75	51	52	47	19	28	34
14	81	54	55	52	23	33	38
15	87	57	57	56	28	38	42
16	91	60	59	60	33	43	47
17	94	63	63	63	37	48	52
18	96	66	67	69	44	54	57
19	97	69	70	75	51	60	63
20	98	72	72	77	59	68	69
21	99	75	76	80	66	74	75
22	99	80	78	83	73	80	81
23	99	84	80	85	80	86	86
24	99	88	83	88	86	91	91
25	99	90	85	90	91	95	94
26	99	93	87	92	94	97	96
27	99	95	89	94	96	98	97
28	99	96	91	95	97	99	98
29	99	97	92	96	98	99	99
30	99	98	94	97	98	99	99
31	99	98	95	98	99	99	99
32	99	99	96	98	99	99	99
33	99	99	96	99	99	99	99
34	99	99	97	99	99	99	99
35	99	99	99	99	99	99	99

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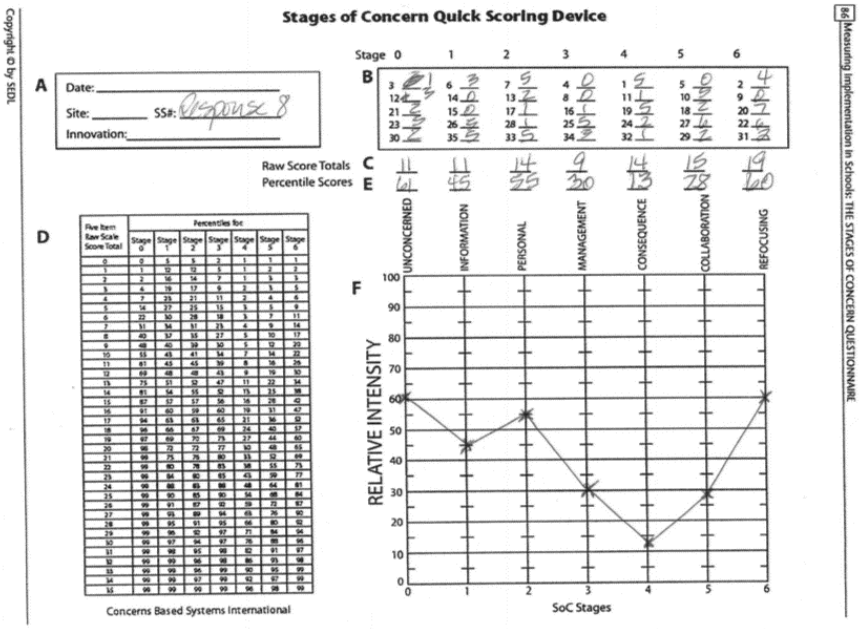
highest - 0 2nd highest - 2
lowest - 5

F



Stages of Concern Quick Scoring Device

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86 Measuring Implementation in Schools: THE STAGES OF CONCERN QUESTIONNAIRE

A Date: _____
Site: _____ SS#: Response 8
Innovation: _____

B

Stage 0	1	2	3	4	5	6
3 1	6 3	7 5	4 0	1 5	5 0	2 4
12 4	14 0	13 2	8 0	11 1	10 2	9 2
21 3	15 0	17 1	16 1	19 5	18 2	20 2
23 2	26 4	28 1	25 3	24 2	27 4	22 4
30 2	35 3	33 5	34 2	32 1	29 2	31 3

Raw Score Totals C: 11 | 11 | 14 | 9 | 14 | 15 | 19
Percentile Scores E: 61 | 45 | 55 | 30 | 13 | 28 | 60

D

Five Item Raw Scale Score Total	Percentiles for: Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
0	0	5	5	2	1	1	1
1	1	10	10	5	1	3	3
2	2	16	14	7	1	5	5
3	4	19	17	9	2	5	5
4	7	23	21	11	3	6	6
5	14	27	25	15	4	8	9
6	20	30	28	18	5	9	11
7	33	36	33	23	6	12	14
8	40	37	35	27	8	14	20
9	48	40	39	30	9	16	22
10	55	43	41	34	11	19	25
11	61	45	45	39	13	22	28
12	69	48	48	43	16	25	30
13	75	51	52	47	19	28	34
14	81	54	55	52	23	33	38
15	87	57	57	56	28	38	42
16	91	60	59	60	33	43	47
17	94	63	63	63	37	48	52
18	96	66	67	69	44	54	57
19	97	69	70	75	51	60	63
20	98	72	72	77	59	68	69
21	99	75	76	80	66	74	75
22	99	80	78	83	73	80	81
23	99	84	80	85	80	86	86
24	99	88	83	88	86	91	91
25	99	90	85	90	91	95	94
26	99	93	87	92	94	97	96
27	99	95	89	94	96	98	97
28	99	96	91	95	97	99	98
29	99	97	92	96	98	99	99
30	99	98	94	97	98	99	99
31	99	98	95	98	99	99	99
32	99	99	96	98	99	99	99
33	99	99	96	99	99	99	99
34	99	99	97	99	99	99	99
35	99	99	99	99	99	99	99

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