Highlighting Key Considerations for Monitoring Reading Progress

David Fainstein, Lana Santoro, Lauren Artzi
Today’s Session

David Fainstein  
• Presenter

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Lead for Literacy’s Institutional Collaboration
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Accompanying Materials

NOTE TAKING TEMPLATE

WHAT? SO WHAT? NOW WHAT?

Direction: During the webinar, note key takeaways from each section (WHAT), implications for school leaders (SO WHAT), and key actions you might take as a result of the discussion (NOW WHAT). Also determine if there are questions you would like to put in the chat for discussion during the webinar.

<table>
<thead>
<tr>
<th>Key Takeaways (WHAT?)</th>
<th>Implications for School Leaders (SO WHAT?)</th>
<th>Action Items and Additional Questions (NOW WHAT?)</th>
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<td>Database Decision Making</td>
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</table>

SELECTED PROGRESS MONITORING RESOURCES

Center on Multi-Tiered Systems of Supports
Click on the link below to find various resources related to designing a progress monitoring process, determining appropriate tools for screening, and collecting progress monitoring data.
https://intIDESources.org/assessment-components/progress-monitoring

WIS Center
Click on the link below to find professional development materials and self-paced learning modules about assessments in tiered systems.
https://k-12.wisc.edu/module/m502/profdev/ad502/fullcontent

Lead for Literacy Center
Click on the link below to find information about the Lead for Literacy Center's assessment component of the Lead for Literacy Framework as well indicators of success.
https://leadforliteracy.org/framework/assessments

Search the Lead for Literacy Resource Repository for resources related to the Lead for Literacy Framework, including progress monitoring materials.
https://leadforliteracy.org/resource-repository

MTSS for ELs
Click on the link below to find a brief about assessment and database decision making within tiered systems, and considerations for English learners. These resources are developed as part of the model demonstration projects, funded by the Office of Special Education Programs at the U.S. Department of Education.

National Center on Intensive Intervention
Click on the link below to find resources supporting the selection and evaluation of screening, progress monitoring and diagnostic assessments.
http://nottapecenter.org/tools-charts/identify-assessments/

Click on the link below to search for resources that can assist with matching your instruction to the criteria.

What Works Clearinghouse
Click on the link below to find a practice guide related to reading instruction in tiered systems. This practice guide provides information and action steps for universal screening.
https://wcr.udx.gov/view/Practices/44A/13

leadforliteracy.org  Facebook: @leadforliteracy  Twitter: @leadforliteracy
Session Objectives

• Recognize the features of research-informed practices on the types and approaches for assessing literacy skills, with a focus on progress monitoring (PM).

• Describe barriers and solutions that impact progress monitoring implementation and data-based decision-making (DBDM).

• Identify the strengths and stretches of assessment practices within your school/district that lead to DBDM.
Background
Important Components of Reading

Figure 10. Conventional literacy components supporting the Simple View of Reading.
Multitiered System of Support in Reading (MTSS-R)

Students with disabilities receive services at all levels, depending on need.

Tier I: Universal Level of Prevention
- 80% of students

Tier II: Targeted Level of Prevention
- 15% of students

Tier III: Intensive Level of Prevention
- 3% to 5% of students

The MTSS-R provides a structure of support for ALL students, including students with or at risk for disabilities!
Lead for Literacy Framework Elements Within an Effective MTSS-R

Standards, Priorities, and Goals

Administration, Organization, and Communication

Assessments

WHAT?
- Data Sources

HOW?
- Data Systems

Instruction and Intervention

Tier I

Tier II

Tier III

Learn More: https://leadforliteracy.org/framework
Establish a Process for Implementing an Effective Schoolwide Reading Model

1. Evaluate
2. Prioritize
3. Action Plan
4. Implement

Improved Student Outcomes!
Teaming and Roles

Teaming Structure for DBDM

School Leaders

Implementation/ (MTSS-R) Team

Focus: Schoolwide/Systems Level

Teaming Structure for DBDM

Grade-Level Teams/ Professional Learning Communities (PLCs)

Focus:
Grade/Classroom Level
Team-Based Approach to Instruction Within MTSS

Leadership team support at the school level

Planning
Intentional rollout
Ongoing DBDM and support

Use and sustainability

“Although principal support is key, when we factored in other aspects of their implementation, having an effective school-based team that uses data for decision making was even more critical to sustainability.”
(McIntosh, 2014, emphasis added)
Lead for Literacy Website

Shining a Light on Literacy

Guiding elementary school and district leaders to improve literacy teaching and learning outcomes for all students.

Get Started »

https://leadforliteracy.org/
Assessments

**Various** assessment data are used to inform reading instruction in important, meaningful, and actionable ways. **Topics** include the following:

- TYPES OF ASSESSMENTS
- SCREENING FOR READING
- MONITORING READING PROGRESS
- DATA-BASED DECISION MAKING
- IMPLEMENTATION DATA
Questions and Discussion

Please ask questions in the chat; we would love to hear from you!

• There will be a few built-in discussion points throughout the presentation today.
• Contact Lauren Artzi privately or send your question to everyone.
Assessment Foundations

• **Assessment** is a process of collecting data to make decisions.

• **PM measures** represent an assessment type that ideally have efficient, valid, and understandable attributes.

• We monitor student progress to **match instruction to the intensity of student academic need**.
PM Rationale in One Figure

- Part of the National Center on Intensive Intervention’s (NCII’s) data-based instruction in reading training series
- Publicly available, highly recommended resource
Progress Monitoring (PM)

<table>
<thead>
<tr>
<th>Who</th>
<th>Interventionist or designee</th>
</tr>
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<tbody>
<tr>
<td>What</td>
<td>Brief assessments that are valid, reliable, and evidence-based.</td>
</tr>
<tr>
<td>When</td>
<td>Occurs at regular intervals (e.g., weekly, bi-weekly and monthly). If the vendor publishes suggested progress monitoring intervals, adhere to those guidelines.</td>
</tr>
<tr>
<td>Why</td>
<td>Progress monitoring data allow us to compare the efficacy of different forms of instruction, estimate the rates of improvement (ROI) across time, identify students who are not demonstrating adequate progress and determine when instructional change is needed.</td>
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# PM Data-Based Decision-Making

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<th><strong>Who</strong></th>
<th>Data-Based Decision Making (DBDM), or Data Review Teams</th>
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<tr>
<td><strong>What</strong></td>
<td>Analyze, interpret, and discuss progress monitoring data to determine next steps</td>
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<tr>
<td><strong>When</strong></td>
<td>DBDM Teams should meet as often as indicated in their assessment calendar in order to make timely decisions</td>
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<tr>
<td><strong>Why</strong></td>
<td>Progress monitoring data allow us to determine the effectiveness of curriculum, the instruction and intervention</td>
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Progress Monitoring Assessments

• Examples of PM assessment tools likely look the same as screening tools (e.g., word reading fluency, oral reading fluency).

• PM tools are used more frequently, so more alternate forms are needed to protect against practice effects.

• A common example of monitoring student progress is calculating the words correct per minute on a weekly reading passage.
Why Progress Monitor

- Compare the efficacy of different forms of instruction.
- Identify students who are not demonstrating adequate progress.
- Estimate the rates of improvement (ROI) across time.
- Determine when an instructional change is needed.

Data allow us to...
Progress Monitoring Data Can Estimate Rates of Improvement

(Words Read Correctly)

6 WRC

(.3 WRC)

(National Center on Response to Intervention [RTI], 2012)
PM Data Can Identify Students Not Making Adequate Progress With Intervention

*Increasing Scores:*

*Flat Scores:*
Progress Monitoring Data Can Compare Efficacy of Interventions

Growth by Intervention Type

Words Read Correctly

Week 1  Week 2  Week 3  Week 4

Intervention A
Intervention B
Intervention C

Why do some interventions work better than others in my school?
Literacy Leaders Ask the Right Questions

**Strength**

Does evidence suggest the intervention leads to improved outcomes?

**Dosage**

Will the group size, duration, structure, and frequency provide sufficient OTR?

**Alignment**

Does the intervention match the student’s identified needs?

**Attention to Transfer**

Does it assist the student in generalizing the learned skills to general education or other tasks?

**Comprehensiveness**

Does the intervention include elements of explicit instruction?

**Comprehensiveness**

Can the intervention be easily integrated into academic instruction?

**Individualization**

Can the intervention be individualized with a data-based process to meet student needs?
The “How” of Progress Monitoring
Selecting a Progress Monitoring Tool

Academic Progress Monitoring Tools Chart

This tools chart presents information about academic progress monitoring tools. The following three tabs include ratings on the technical rigor of the tools:
- Performance Level Standards
- Growth Standards
- Usability

Last updated: June 2020. Our tools charts have a new look! Click here for a brief summary of improvements we rolled out in June 2020.

Legend
- Convincing evidence
- Partially convincing evidence
- Unconvincing evidence
- Data unavailable
- Disaggregated data available

FILTER RESULTS
- Subject
  - Reading
  - Mathematics
  - Spelling & Written Expression
- Grade
  - Pre-K
  - Elementary (K-5)
  - Middle School (6-8)
  - High School (9-12)

Compare Tools
Reset Chart

Performance Level Standards
Growth Standards
Usability

All
Title
Area
Grade
Measure
Reliability
Validity
Bias Analysis Conducted

View Chart Resources
Print Current Chart View
The *How* of Progress Monitoring

• A common-sense approach
  • Be **consistent**.
  • Be **systematic**.
  • Be **data driven**.

• Know your limit and play within it
  • What is the human and resource capacity in your building to monitor student progress?
  • Always be thinking about **feasibility** when intervention planning.

• Cluster data points whenever possible
  • Academic PM data are **additionally useful alongside other data**.
  • **This includes behavioral, social, informal, and educator-level** data points (e.g., scheduling conflicts impact dosage).
Data-Based Individualization

- Five-step **framework** to address the needs of students requiring intensive interventions
- A validated **process**, not a single intervention
- Not a one-time fix, likely a **long-standing** process
- Domain-specific (e.g., reading fluency, reading comprehension)
Look For’s as a Literacy Leader

1. Identify a PM **plan** with details: scheduling, program(s), assessments, and expected outcomes.
2. **Continue providing academic intervention** to those who need it.
3. **Collect and graph** PM data.
4. Determine if students are making **adequate progress**.
5. **Adjust intervention**, if needed.
1. Planning
Have Resources, Will Travel

• Start with documenting and systematizing your **current approach**.
• Build on success:
  • Are your intervention groups being run in the right location, at the right time?
  • How can I better support my staff to implement intervention programs with fidelity?
  • Are students receiving intervention that complements the core instruction?
  • If students had a magic wand, what changes would they make to intervention groups to find a higher degree of success?
2. Intervene
The quickest way to close the gap between actual and desired student performance is to apply principles of effective instruction (emphasis added). Implementing effective instruction leads to strong growth rates.

Figure adapted from Wren, 2000
Intervention Intensification Strategy Checklist: Dosage

Dosage

- Increase opportunities for practice and corrective feedback.
- Increase the length of intervention sessions.
- Increase the number of intervention sessions per week.
- Decrease the group size.
- Increase the total number of sessions.
- Decrease the heterogeneity of the groups (group students with similar performance levels).
- Consider an intervention setting with fewer distractions.
- Embed additional practice and feedback sessions throughout the day.
Intervention Intensification Strategy Checklist: Alignment

- Increase instructional time for the target skill.*
- Supplement intervention with National Center on Intensive Intervention materials in reading, math, or behavior.
- Focus on discrete skill instruction within the target skill.
Intervention Intensification Strategy Checklist: Attention to Transfer

- Align instructional routines and language with core instruction and the environment.
- Preteach content.
- Embed guided practice on target skills within core instruction and other environments.
- Embed explicit opportunities in other settings to maintain skills acquired in the intervention.
- Explicitly teach connections.

National Center on Intensive Intervention
Intensification Strategy Checklist
Lead for Literacy

(NCII, 2019)
Intervention Intensification Strategy Checklist: Attention to Transfer

The NCII Strategy Checklist also includes the following:

• **Strength** (i.e., evidence base for effectiveness)
• **Comprehensiveness**
• Behavior, engagement, and motivation **support** factors
• **Other** (e.g., local context alterations to intervention)
3. Collect Progress Monitoring Data
What’s the Difference?

**Progress Monitoring**
- ~20% of students include Tiers 2 and 3
- Monthly (at least)
- Similar/same as screening measures
- Determines risk status and efficacy of intervention
- Must include individual goal setting

**Screening**
- 100% of students included, all tiers
- Occurs approximately three times per year
- Determines schoolwide or class-wide risk status
- Does not include individual goal setting

(IRIS Center, 2019)
Data Collection

Leadership Considerations

• Predictable intervals for structured data review meetings
• Trained assessors for standardized measures
• Encourage active involvement from all team members who educate students
• Planning time, professional learning, and links to individualized education program goals and outcomes

Important Logistics

• What is the turnaround time from data collection to data review?
• Are there gaps in our method of data collection that might lead to bias or errors?
• Support for our data review team to guide instruction and intervention adjustments
Data review teams will likely benefit from data that are presented
• visually,
• consistently, and
• universally.

Collect data that allows you to set a clear goal.
Goal Setting

A call for relentless champions for learners who need it most: Students who enter school with literacy skill gaps deserve ambitious goal setting.

“Catching up” is part of the picture: We are in the business of building and maintaining momentum in literacy skill acquisition.
4. Make Instructional Decisions
Decision Points and Alterable Variables

• Create decision “rules” (guidelines) on when and how to change instruction based on line graph: **level**, **trend**, and **variability**.

• **When** to change instruction?
  • Follow your decision rule.
  • Use common sense for your school.

• **How** to change instruction?
  • How often can teachers feasibly regroup?
  • How many students are successful in each group?
  • How much judicious review is incorporated in instruction for students who are not on track to meet their goal?
  • How much of the intervention is delivered as intended?
Fidelity Checks

Intervention Aligned With Student Needs

- Does the current intervention reflect evidence-based practices aligned with the student’s identified skill deficit or function of behavior?
  - Yes  No  N/A
- If the current intervention is an appropriate starting point for intensification, has the team identified evidence-based or promising practices as adaptations to better address the student’s needs?
  - Yes  No  N/A
- If the current intervention is not a good match, has the team identified an evidence-based intervention and/or evidence-based strategies hypothesized to be better aligned with the student’s needs?
  - Yes  No  N/A

Comments:

Student Plan for Intensive Intervention and Progress Monitoring

- Is the plan in writing?
  - Yes  No  N/A
- Does the plan include sufficient information on the intervention and adaptations to implement the plan?
  - Yes  No  N/A

Progress Monitoring Meeting Checklist

The team can use this checklist during or after any meeting held to review the student’s plan and progress. Teams may want to consider setting a schedule for completing the checklist for each student receiving DBI based on the passage of time or when significant intervention adaptations are needed or have been made.

Date of Review:

- Was information on plan implementation brought to the meeting?
  - Yes  No  N/A
- Were graphed progress monitoring data brought to the meeting?
  - Yes  No  N/A
- Based on available progress monitoring data and the decision rules agreed upon in the last meeting, is the student making sufficient progress?
  - Yes  No  N/A
- If the student is not making sufficient progress, did the team rule out factors other than the appropriateness of the intervention that could be impacting progress? Consider:
  - The quality of intervention implementation
    - Yes  No  N/A
  - Student attendance and engagement
    - Yes  No  N/A
  - The sensitivity of the progress monitoring tool
    - Yes  No  N/A
- If new adaptations need to be made, did the team first revisit its hypothesis on student needs and determine if new diagnostic or functional assessment data are needed?
  - Yes  No  N/A
5. Adjust as Needed
# Scaffolded Intervention Rating/ Planning

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Rating</th>
<th>Description of Validated Intervention Program</th>
<th>Description of Adaptation 1</th>
<th>Description of Adaptation 2</th>
<th>Description of Adaptation 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength</td>
<td></td>
<td>Evidence of effectiveness:</td>
<td></td>
<td></td>
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<tr>
<td>Dosage</td>
<td></td>
<td>- Group size:</td>
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<td>- Sessions per week:</td>
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<td>- Length of session:</td>
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<td></td>
<td></td>
<td>- Opportunities to respond:</td>
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<tr>
<td>Alignment</td>
<td></td>
<td>Skills addressed:</td>
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<tr>
<td>Attention to Transfer</td>
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<td>Supports for generalization:</td>
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<td></td>
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<tr>
<td>Comprehensiveness</td>
<td></td>
<td>Explicit instruction principles included:</td>
<td></td>
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<tr>
<td>Behavioral Support (for academic interventions)</td>
<td></td>
<td>Behavioral supports included:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Academic Support (for behavioral interventions)</td>
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<td>Connection to academic instruction:</td>
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(NCII, 2021)
Digging Deep on Alterable Variables

• Collect data if they relate to alterable variables.
• Anticipate structural (e.g., scheduling) versus process (e.g., how quickly are data shared with staff) variables.
• The NCII Intensification Checklist is a nearly exhaustive list; start with a gradual on-ramp.

Alignment

- Does the intervention target the student’s academic or behavior learning needs?
- Have we identified all potential skill deficits or functions of the behavior?
- Are progress monitoring data collected at the appropriate level and frequency?
- Does the intervention incorporate a meaningful focus on skills necessary to access grade-appropriate curricular standards or meet schoolwide expectations?
- Are the academic tasks at the right level for the student? Are the target behavior skills relevant for the student?
- Does the student need additional instruction in a specific skill area?
  - What specific skill deficits may be contributing to the problem?
  - Are the academic tasks on the right level for the student?
- What does the team believe the student is trying to accomplish with the behavior? (What is the function of the behavior?)
  - To avoid or escape something (e.g., difficult task or social interaction).
  - To gain or obtain something (e.g., attention or stimuli).
- Have you considered the Antecedents-Behavior-Consequences (ABCs)? Also, are strategies in place to address the ABCs?
  - Antecedent (i.e., anything that happens immediately before the behavior occurs)
  - Behavior (i.e., the action a student demonstrates that can be clearly defined and measured)
  - Consequence (i.e., any positive or negative event that occurs after a student demonstrates a behavior)
- Other: ____________________________

Attention to Transfer (Generalization of skills)

- To what extent are other classroom teachers reinforcing the knowledge and skills being taught in the intervention?
Progress Monitoring in the Current Context
Reminder: We **Can** Do This Virtually

- NCII has provided guidance, frequently asked questions, and video demonstrations.
- We are rapidly amassing evidence on the instructional utility of virtual PM.
  - Use brief, standardized assessments and follow guidelines from the vendor/author on protocols for remote assessment.
  - Compare apples to apples (i.e., virtual assessment in fall means virtual assessment in spring).
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<tr>
<td>Is the current screening/progress monitoring tool suitable for remote administration? What, if any, guidance is available from the publisher regarding remote administration?</td>
</tr>
<tr>
<td>How can we most closely replicate our typical, in school, screening/progress monitoring practices in a remote setting? What adjustments need to be made?</td>
</tr>
<tr>
<td>How will we coordinate with students and families to create an efficient and effective schedule and logistical plan?</td>
</tr>
<tr>
<td>How will we assess students who may not have access to technology?</td>
</tr>
<tr>
<td>What procedures will need to be in place to ensure the process yields valid, reliable, and actionable data?</td>
</tr>
<tr>
<td>How and what data will be recorded and shared?</td>
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Key Questions as a Literacy Leader

• Will the data be **valid**?
• Will it be **feasible**?
• Will it be **useful**?

*If not, use informal measures.*
Resources Specific to SWDs

When we can, are we tracking student progress to mitigate additional learning loss?

Implementing IDEA during COVID-19: [http://spedlawblog.com](http://spedlawblog.com)


Additional info and resources: [https://www.ed.gov/coronavirus](https://www.ed.gov/coronavirus)
Barriers to Assessment Implementation

• Assessment team is newly established with varying comfort levels for test selection, interpretation, and decision-making.

• Our school culture does not promote the use of assessment for instructional improvement (e.g., anecdotal experience, testing beliefs).

• PM will be inconsistent and invalid if we try and administer a standardized measure because staff are not trained.

• We cannot settle on a decision rule for student groups when there is disagreement about when to regroup.
How Leaders Address Barriers

• Don’t let “perfect be an enemy of good.”
  • Seek avenues for continuous improvement.

• Remember that literacy leaders are savvy, relentless champions for student success at all levels. A few attributes to consider:
  • “empowerment, involvement, and collaboration” (Fernandez & Shaw, 2020)

• Use existing resources:
  • https://ies.ed.gov/ncee/wwc/PracticeGuide/3
  • https://iris.peabody.vanderbilt.edu/c19-resources/
Survey

Change to current survey link Please take a minute to complete the session survey at

- https://meadowscenter.ca1.qualtrics.com/jfe/form/SV_26lNPrMRwuErZMa
Conclusion
Lead for Literacy Framework Elements Within an Effective MTSS-R

Standards, Priorities, and Goals

Administration, Organization, and Communication

Assessments

WHAT?

Data Sources

HOW?

Data Systems

Instruction and Intervention

Tier I

Tier II

Tier III

Learn More: https://leadforliteracy.org/framework
Establish a Process for Implementing an Effective Schoolwide Reading Model

1. Evaluate
2. Prioritize
3. Action Plan
4. Implement

- Standards, Priorities, and Goals
- Administration, Organization, and Communication
- Assessments
- Instruction and Intervention (Tier 1, 2, 3)
- Professional Development & Job Embedded Collaborative Learning

Improved Student Outcomes!
# Lead for Literacy NAESP Web Events

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Acknowledgments

L4L Executive Leadership
• Hank Fien, Director
• Allison Gandhi, Deputy Director
• Nancy Nelson, Co-Principal Investigator
• Lana Santoro, Co-Principal Investigator

Professional Development and Technical Assistance
• Carol Dissen, Lead
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• Abby Foley
• Ursula Hill
• Jennifer Pierce
• Jess Surles
• David Fainstein

Dissemination
• Brian Gearin, Lead
• Abby Foley
• Kimberly Griggs
• Anna Ingram
• Lauren Rosenbauer

Other Project Support
• Senior Advisor: Stephanie Jackson
• Administrative Support: Anna Ingram

Partners

![WETA](image1)

![naesp](image2)

![The Meadows Center](image3)
References


References


References


