



Using Implementation Data to Evaluate Instructional Effectiveness

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Today's Objectives

1. Identify elements of instruction and intervention implementation data
2. Describe a systematic approach for collecting and using implementation data



Instructional Perspective on Teaching and Learning

1.

What is it about this student that makes him or her unable to learn?

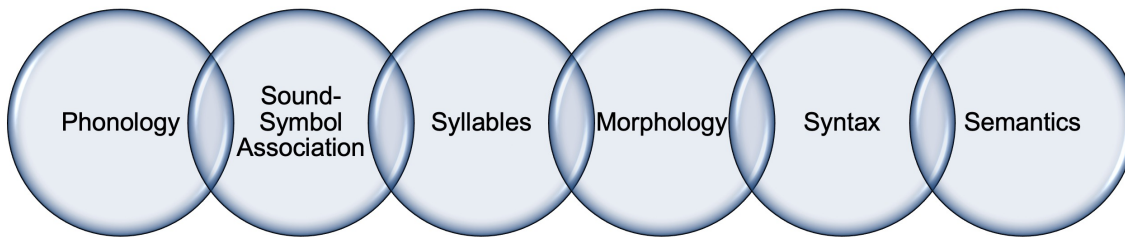
2.

What is it about this instruction that makes this student unable to learn?



Previous Webinars in this Series:

Structured Literacy



- ex•plic•it** • stated clearly and in detail, leaving no room for confusion or doubt.
- sys•tem•at•ic** • having, showing, or involving a system, method, or plan.
- in•struc•tion** • the act and art of teaching.

High-Quality Delivery of Reading Instruction

Big Ideas	<ul style="list-style-type: none"> Is there thorough coverage of essential instructional content? <input type="checkbox"/> Phonology? <input type="checkbox"/> Sound-symbol association (sounds, blending, word reading)? <input type="checkbox"/> Syllables? <input type="checkbox"/> Morphology? <input type="checkbox"/> Reading connected text with accuracy and fluency? <input type="checkbox"/> Syntax? <input type="checkbox"/> Semantics: <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary? <input type="checkbox"/> Academic language instruction? <input type="checkbox"/> Listening comprehension? <input type="checkbox"/> Reading comprehension?
Conspicuous Strategies	<ul style="list-style-type: none"> <input type="checkbox"/> Are verbal explanations, directions, and demonstrations present? <input type="checkbox"/> Is clear and explicit language utilized to guide students through each lesson? <input type="checkbox"/> Are there a series of sequential instructional steps progressing from simple to more complex purposefully employed to acquire and use new knowledge? <input type="checkbox"/> Are guided and independent practice opportunities present? <input type="checkbox"/> Is consistent, supportive, and corrective feedback provided?
Mediated Scaffolding	<ul style="list-style-type: none"> <input type="checkbox"/> Is the rate of introduction for key concepts and skills systematic and appropriate? <input type="checkbox"/> Is there a logical sequence of instructional examples to promote success and reduce confusion? <input type="checkbox"/> Are complex concepts and skills broken down into smaller, more manageable chunks? <input type="checkbox"/> Are there opportunities for teachers to explicitly teach key concepts and skills and interact with students before independent work? <input type="checkbox"/> Are prompts, hints, or clues provided to students as they engage in new and complex content. <input type="checkbox"/> Is the complexity of students' independent work comparable to the complexity of the instructional examples used?
Strategic Integration	<ul style="list-style-type: none"> <input type="checkbox"/> Is a teaching sequence for each big idea introduced, scaffolded, practiced, and assessed before the introduction of the next new big idea? <input type="checkbox"/> Are big ideas integrated (not left as discrete concepts or skills)? <input type="checkbox"/> Is there a cohesive connection among strategies to achieve desired outcomes? <input type="checkbox"/> Are prerequisite skills connected with higher-order content? <input type="checkbox"/> Are there opportunities for discrimination practice?
Prime Background Knowledge	<ul style="list-style-type: none"> <input type="checkbox"/> Are students engaged in their prior knowledge? <input type="checkbox"/> Are essential pre-skills identified that are most proximal to the new learning objective?
Student Practice and Review	<ul style="list-style-type: none"> <input type="checkbox"/> Are procedures in place to engage students in the lesson during teacher-led instruction? <input type="checkbox"/> Are multiple opportunities for students to practice tasks frequent and structured? <input type="checkbox"/> Are student verbalization procedures present? <input type="checkbox"/> Are clear correction procedures in place? <input type="checkbox"/> Is there sufficient, distributed, cumulative and varied student practice?

Evaluation of Core Instruction Materials



Why should we use implementation data?

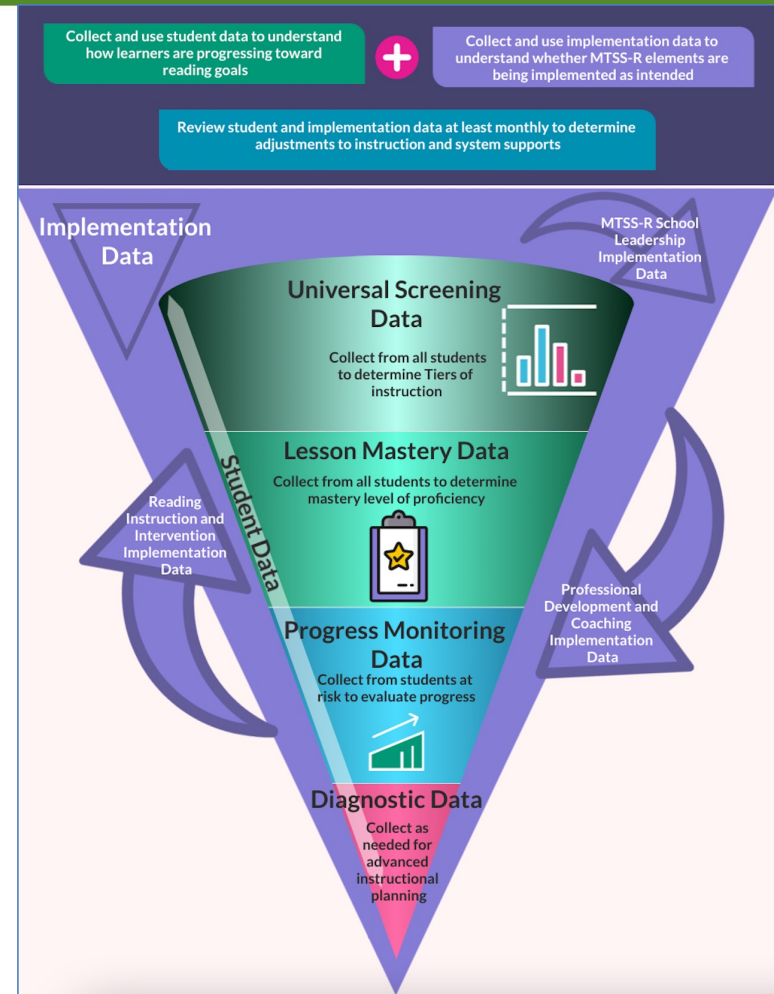




Student data tells how well the reading system is working overall



Implementation data tells how well each element of the system is working





MTSS–R Data Use: Implementation Data

1. Collect implementation data on each of the ***organized things adults in the school do*** to improve MTSS–R implementation and student reading outcomes

2. Make sure the main goals of data use are to improve:
 - a. MTSS–R implementation
 - b. student reading outcomes



What types of implementation data are important for MTSS-R Decision Making?

Collect **implementation data** to determine progress toward MTSS-R implementation goals

Instruction and Intervention data

PD and Coaching data

School Leadership Team and PLC Teams data



Implementation Data

READING INSTRUCTION AND INTERVENTION



Reading Instruction & Intervention

- The goal is to assess the difference between what is ***expected*** and what is ***happening*** during instruction





Approaches to collecting instruction and intervention implementation data

Direct
Observation

Self-Report

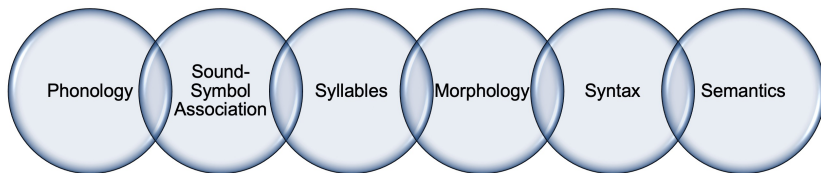


Characteristics of Reading Instruction & Intervention

- **Fidelity of Implementation** (instruction and intervention were taught as intended)
- **Quality of Implementation** (evidence-based implementation delivery practices were taught as intended)
- **Evidence-Based Instructional Practices** (positive learning environment, organization, classroom management, active student participation and engagement strategies, motivational strategies)
- **Instruction Intensity** (rates of responses, academic feedback, and student errors)



Fidelity of Implementation: Instructional Areas



Irregular Word Reading

Decoding Skills:

- Phonemic Awareness
- Sound-Spelling Introduction and Review
- Blending Practice
- Regular Word Reading

Decodable Text Reading

Encoding (Dictation)

Vocabulary

Comprehension



Quality of Implementation: Explicit Elements





Evidence-Based Instructional Practices

Community of
Positive Learning

Organization of
Instructional
Materials

Classroom
Management
Techniques

Student
Participation and
Engagement

Use of
Motivational
Strategies

Instructional
Scaffolding



Instruction Intensity

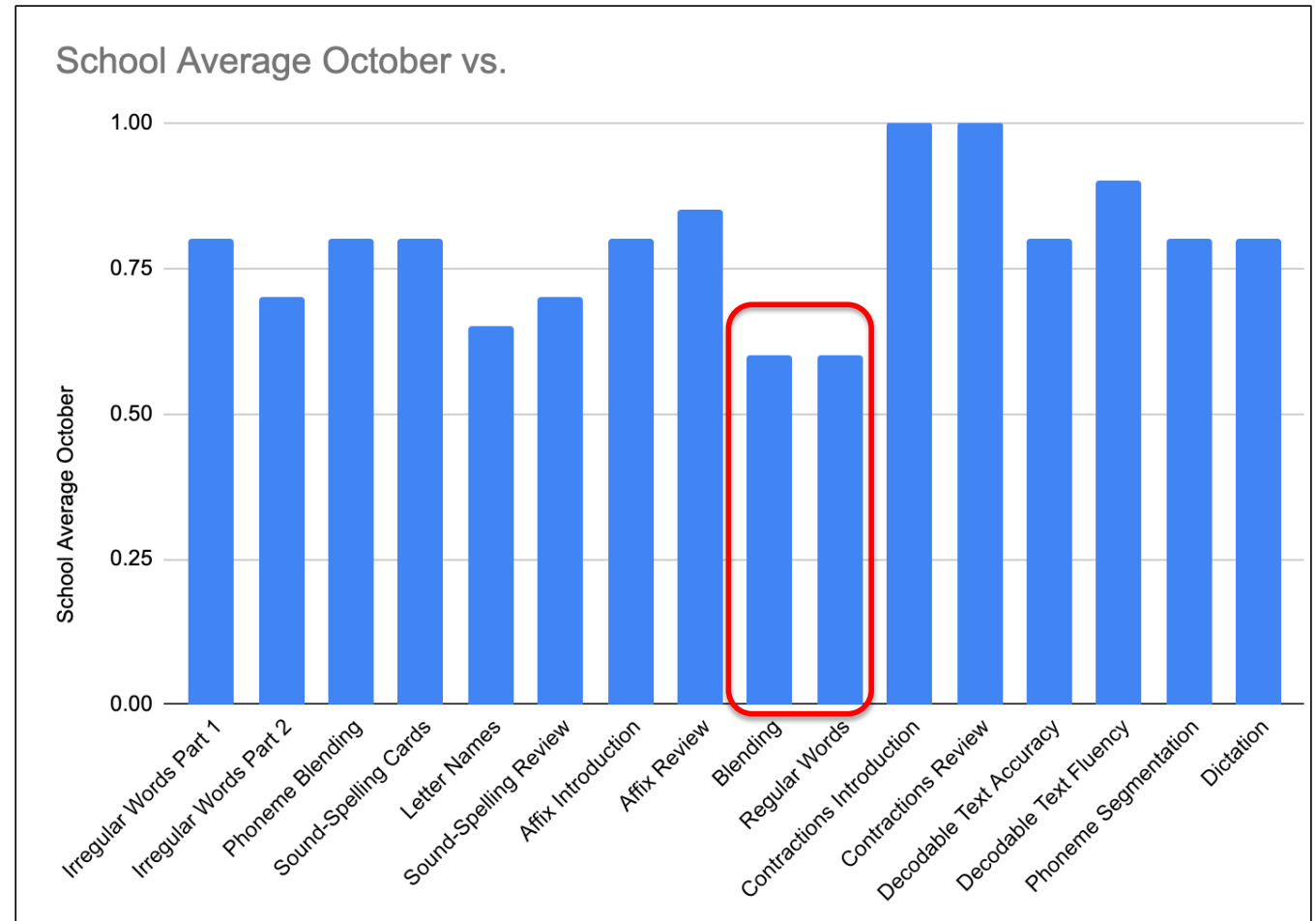
- Group Responses
- Individual Responses
- Academic Feedback
- Student Errors





Implementation Data: Fidelity

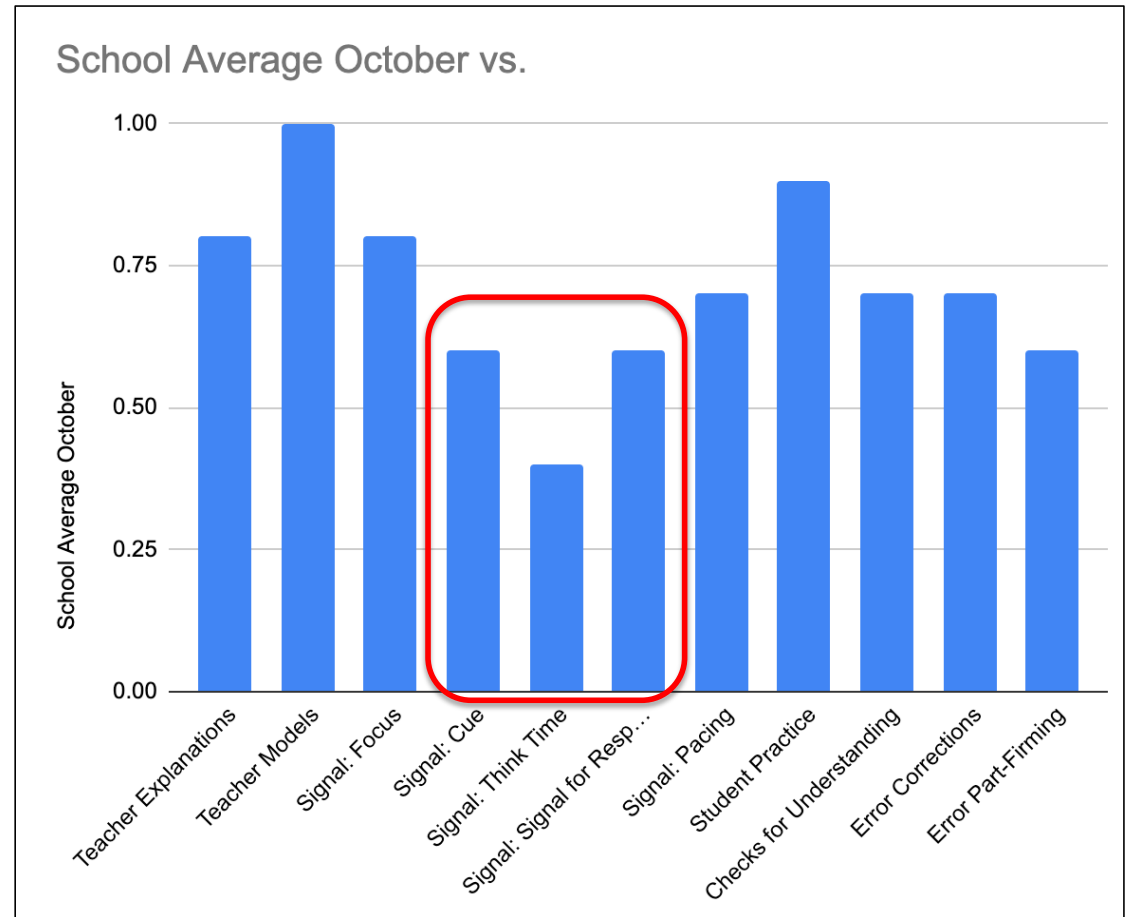
What can we learn?





Implementation Data: Quality

What can we learn?





Determine Additional PD and Coaching

Early Release (2 hours):

- Focus on signaling procedures to ensure ALL students are receiving practice.
- Review and practice all blending and regular word reading routines.

School-Based Workshops



Grade-Level PLCs:

- View blending and regular word reading routine videos.
- Teachers practice and debrief on blending and regular word reading routines implementation.

Job-Embedded Technical Assistance



Principals:

- Collect implementation data on blending and regular word reading.
- Provide support in areas where data indicates need.

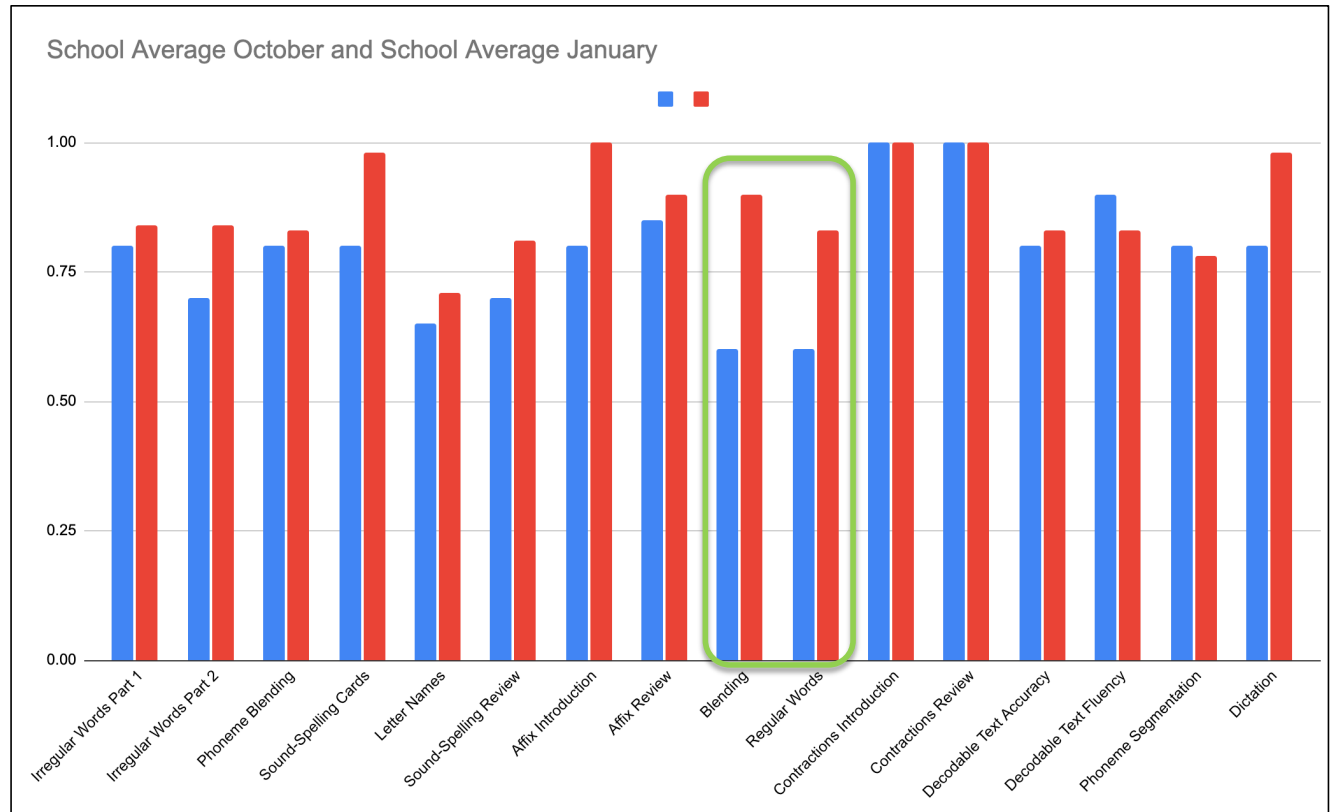
Classroom-Based Instructional Coaching





How
successful
were we?

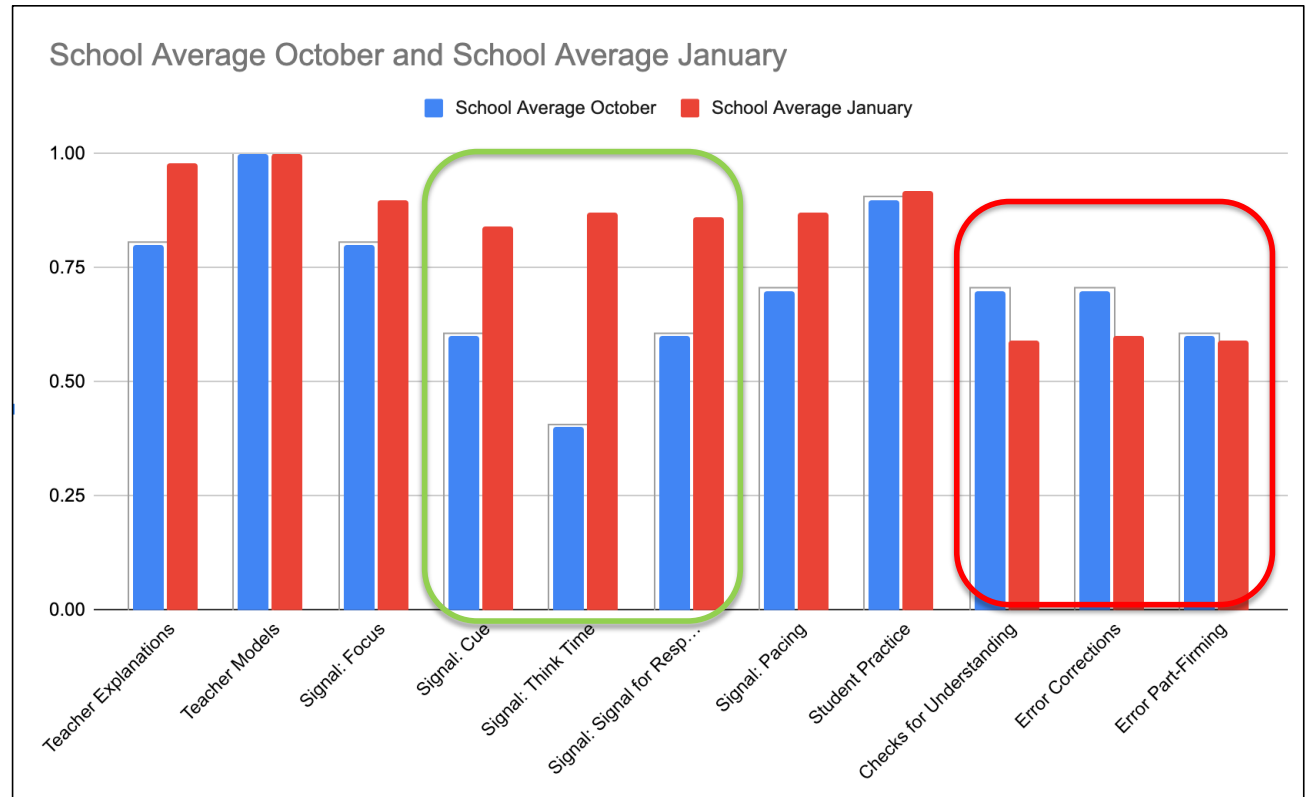
Fidelity





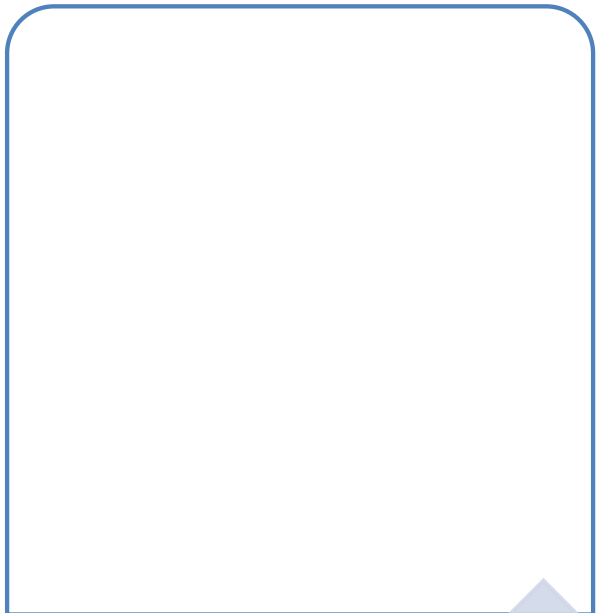
How
successful
were we?

Quality

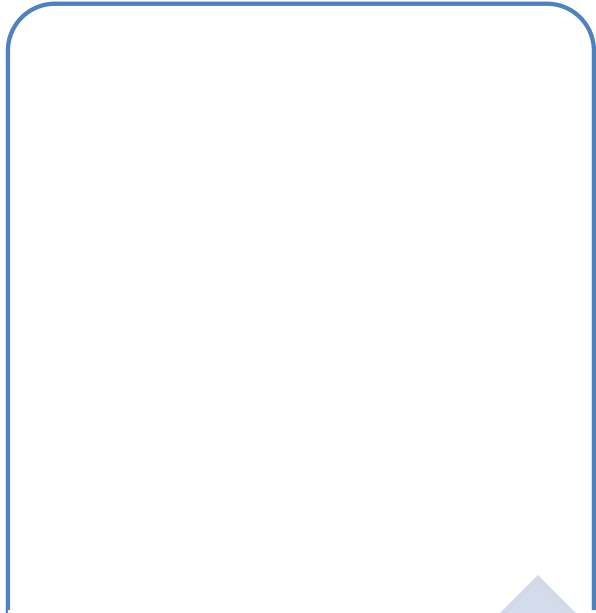




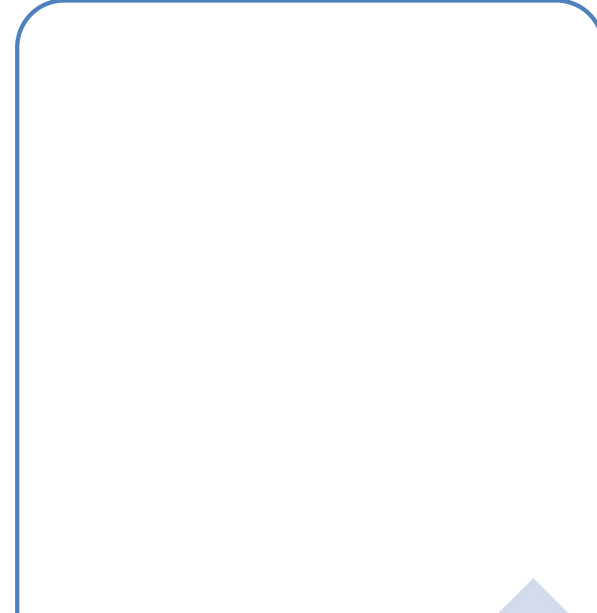
Determine Additional PD and Coaching



School-Based Workshops



Job-Embedded Technical Assistance



Classroom-Based Instructional Coaching





Example of Implementation Data Collection

ECRI Implementation Checklist

Name: _____ Date: _____

Topic	+/-	Checklist	Timing	
Fidelity of Instructional Areas		Irregular Word Reading, Part 1 (Say-it, Spell-it, Say-it)	.5-1 minute	
		Irregular Word Reading, Part 2 (Word Reading)	1-1.5 minutes	
		Phoneme Blending (beginning of 1 st grade only)	.5 minute	
		Sound Spelling Cards Introduction/Review	.5 minute	
		Sound Spelling Review	1 minute	
		Affix Introduction/Review (not every day)	2-3 minutes	
		Blending Practice	2 minutes	
		Regular Word Reading	1-2 minutes	
		Contraction Introduction/Review (not every day)	2-3 minutes	
		Phoneme Segmentation (beginning of 1 st grade only)	.5-1 minute	
		Dictation	2-3 minutes	
		Decodable Text Reading (Accuracy and Fluency)	10-15 minutes	
		Vocabulary	5-10 minutes	
		Comprehension	20-25 minutes	
Quality of Explicit Elements		Teacher Explanation		
		Teacher Model		
		Multiple Practice Opportunities for All Students		
		Immediate Corrective Feedback		
		Checks for Understanding		
Pacing		Prepared for the lesson		
		A rhythmic pace is used to aid engagement		
		Quick and upbeat pacing through the lesson		
		Limited extra teacher talk		
		Classroom management routines/techniques are in place to limit lesson disruptions and allow for smooth transitions		
Evidence-Based Instructional Practices		Community of Positive Learning		
		Organization of Instructional Materials		
		Classroom Management Techniques		
		Student Participation and Engagement		
		Motivational Strategies		
Instruction Intensity		Instructional Scaffolding		
	Group Responses	Individual Responses	Academic Feedback	Student Errors



Example of Implementation Data Collection

Name:		School:		Grade:		Date:														
1 = Delivered Correctly		0 = Not Delivered Correctly, or, Not Delivered				"_" = Not Required, or, Delivered at a Different Time														
ECRI Foundational Reading Skills Routines Instructional Components:		Irregular Word Reading		PA Blending	S-S Cards	Letter Names	Sound Review	Affixes		Blending	Regular Words		Contractions		Text Accuracy and Fluency		PA Segmenting	Dictation	Average	
		P1	P2					IN	RE		IN	RE	AC	FL						
Teacher Explanations (short and succinct): Teacher explanations are used to state the objective of the routine. When first learning the routine, the actions of the explanation are demonstrated.																				
Teacher Models (show or demonstrate task): A model should be repeated before the task <i>until</i> students are successful with the routine.																				
Appropriate Signals: #1 Focus The focus is provided by touching to the left of an item, or pinching the left of a card.																				
Appropriate Signals: #2 Cue The cue is stated quickly and clearly before every practice item without droning.																				
Appropriate Signals: #3 Think Time The teacher follows the think time per routine and is consistent between each item.																				
Appropriate Signals: #4 Signal for Students to Respond The teacher follows the routine signal providing a narrow window of response opportunity.																				
Appropriate Signals: Pacing The lesson flows smoothly and without interruptions, using a lively and rhythmic pace.																				
Student Practice: All students are participating in the practice regardless of performance level.																				
Checks for Understanding (individual turns): At the end of each routine, the teacher randomly calls on 2-3 individuals to respond to a practice item after each instructional routine.																				
Error Corrections (my turn/your turn): Errors are immediately corrected with the whole group. The teacher models the correct response (e.g., My turn...that sound is /m/.). Then all students practice the correct response (e.g., Your turn...Sound? Students respond with /m/.).																				
Error Part-Firming (go back and represent): Immediately following an error correction, the teacher takes the item out of short-term memory (e.g., backtracks two sounds previously practiced), and then re-presents the missed item (e.g., Sound? Students respond with /m/.).																				
Average																				

NOTES:

Source: *Enhanced Core Reading Instruction*, University of Oregon



General Instruction

[Explicit Instruction Rubric 2017-2018](#)

[Explicit Instruction Rubric Manual 2017-2018](#)

Cognitive Strategy Instruction

Reading Rubrics

[Advanced Decoding and Word Analysis Rubric](#)

[Comprehensive Decoding Rubric](#)

[Comprehensive Decoding Rubric Manual](#)

[Phonemic Awareness Rubric](#)

[Reading for Meaning Rubric](#)

[Reading for Meaning Rubric Manual](#)

[Vocabulary Rubric](#)

7/10/2018

RESET Comprehensive Decoding Rubric

SCORING
 3 Implemented
 2+ Partially Implemented
 2- Not Implemented
 1 Not Implemented

Components	Item	3 Implemented	2+ Partially Implemented	2- Not Implemented	Score	Notes
Systematic Instruction	1	Skills are taught systematically within the lesson in a logical, clearly defined, graduated sequence.	Skills are taught somewhat systematically within the lesson in a logical, clearly defined, graduated sequence.	Skills are not taught systematically within the lesson in a logical, clearly defined, graduated sequence; instruction is incidental.		
	2	The teacher provides a focused review of word reading skills.	The teacher provides a review, but the review is limited or lacking in focus.	The teacher does not provide a review.		
	3	The teacher uses effective step-by-step procedures or routines with appropriate pacing.	The teacher uses step-by-step procedures or routines that are somewhat effective AND/OR not always paced appropriately.	The teacher does not use effective step-by-step procedures or routines throughout instruction, OR pacing negatively impacts learning.		
Phoneme-Grapheme Correspondence	4	The teacher makes explicit connections between sounds and letters or letter groups.	The teacher makes connections between sounds and letters or letter groups but not always explicitly.	The teacher does not make explicit connections between sounds and letters or letter groups, OR connections are inaccurate.		
	5	The teacher clearly and accurately models articulation.	The teacher models articulation but not always clearly.	The teacher does not model articulation OR models inaccurately.		

Moylan, L. A., Johnson, E. S., Crawford, A.R., and Zheng, Y.Z. (2018). Comprehensive Decoding Rubric. Recognizing Effective Special Education Teachers (RESET), Boise State University: Boise, ID

Source: <https://www.boisestate.edu/education-reset/rubrics/>



Example: Self-Reporting Data

Intervention Implementation Log

Please fill out this log each day. If an intervention is not scheduled for a given day or could not be offered (e.g., holiday, your absence), then please mark “N” under the column “Intervention Offered?” and leave the rest of the row blank. On days when the student receives intervention (Student Present? = Y), indicate the duration (minutes) or frequency (e.g., number of check-ins) of the intervention, rate the extent of student engagement, and rate the plan implementation.

Day	Intervention Offered? <input type="checkbox"/> Y <input type="checkbox"/> N	Student Present? <input type="checkbox"/> Y <input type="checkbox"/> N	Intervention Duration or Frequency	Was the Student Engaged?			Was the Intervention Implemented as Planned?		
				No	Partially	Yes	No	Partially	Yes
Monday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Tuesday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Wednesday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Thursday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Friday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Please note any relevant information to explain the above ratings.

Source: National Center on Intensive Intervention



Implementation Data

PROFESSIONAL DEVELOPMENT AND COACHING



Implementation Data: PD & Coaching

Consider ways to collect both quantity and quality data related to PD and Coaching services provided to school staff

Collect PD and Coaching quantity and quality data (from recipients and providers)

PD and Coaching providers keep logs of the services provided



Example: PD and Coaching Implementation Data

Topic: _____ Date: _____

Professional Development (PD) and Coaching Implementation Survey

Activity Type (check one): PD Workshop Job-Embedded PD Individual Coaching

Responder Description: Recipient of PD or Coaching Provider of PD or Coaching

Scoring: 4 = Agree 3 = Slightly Agree 2 = Slightly Disagree 1 = Disagree

Item	Score			
1. Knowledge shared was useful.	4	3	2	1
2. Activities were engaging and sufficient.	4	3	2	1
3. Materials and resources sufficiently supported knowledge building during this PD or coaching activity.	4	3	2	1
4. Materials and resources will sufficiently support implementation after this PD or coaching activity.	4	3	2	1
5. Pacing was appropriate to facilitate learning of the content.	4	3	2	1
6. Questions and problems were addressed quickly and efficiently.	4	3	2	1
7. This PD or coaching sufficiently prepared me to apply what I have learned to my practices.	4	3	2	1
8. The acquired knowledge from this PD or coaching will have an impact on students (e.g., performance, confidence, behavior, engagement).	4	3	2	1

Scoring: 4 = Excellent 3 = Good 2 = Fair 1 = Poor

9. Rate the overall quality of this PD or coaching including delivery, knowledge of skills acquired, and personal learning.	4	3	2	1
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Comments (e.g., What went well? What were some challenges? What are some suggestions for further PD or coaching?):



Implementation Data

SCHOOL MTSS-R LEADERSHIP



Implementation Data: MTSS-R School Leadership

Consider ways to collect both quantity and quality data related to MTSS-R School Teams:

1. Collect MTSS-R school-based teams' quantity and quality data from members of the teams
2. Have members keep logs, or minutes, of the meetings – (who, what, when, where, why, and how)



Implementation Data: PD & Coaching

Consider ways to collect both quantity and quality data related to MTSS-R School Teams

Collect MTSS-R leadership and PLC teams' quantity and quality data from members of the teams.

Keep logs, or minutes, of the meetings.



Example: MTSS-R Team Meeting Implementation Data – Meeting Minutes and Meeting Surveys

MTSS-R Team Meeting Agenda and Minutes

Agenda and Minutes:

Date: _____
 School: _____
 Participants (record who is in attendance): _____

1. Debrief previous meeting notes and actions since the last meeting (10 minutes).
 a. Quickly review your meeting "Conditions for Success" (meeting ground rules).
 b. Review the team actions identified at the last meeting (step #5 from the minutes).
 i. Were the actions completed?
 ii. If yes, what were the results or impacts?
 iii. If no, what were the barriers and what adjustments need to be made?
 c. Celebrate progress!
(Recorder: summarize the team actions here.)

2. Define goal(s) for today's meeting (5 minutes).
 What do we need to accomplish by the end of today's meeting?
(Recorder: list the specific focus and goal(s) for today's meeting here.)

3. Review and evaluate new student data and implementation data (15 minutes).
 The Data Lead shares current student performance data.
 Universal Screening Data (beginning, middle and end of the year only)
 Progress Monitoring Data
 Lesson Mastery Data
 Diagnostic Data
 The Data Lead shares current implementation data
 MTSS-R Checklist Evaluation
 Instruction and Intervention
 PD & Coaching
 MTSS-R Leadership
 Family-School Collaboration
 Other Materials
 School Action Plans
 Summary Reports from Grade-Level PLC Teams
 As a team, identify 2-3 takeaways, or key points, from the data review (i.e., what did you learn from this data?).
(Recorder: list the 2-3 key points that are identified from the student performance data here.)
 1. _____
 2. _____
 3. _____

School: _____ Grade: _____ Date: _____

School-Based Team Meeting Implementation Survey

Meeting Type (check one): MTSS-R Leadership Team Classroom Instruction and Intervention Team (e.g., PLCs)

Data Sources Used During the Meeting(s):
 Student Performance Data: Universal Screening Progress Monitoring Diagnostic Lesson Mastery
 Implementation Data: Reading Instruction PD and Coaching MTSS-R School-Based Teams

Scoring: 4 = Agree 3 = Slightly Agree 2 = Slightly Disagree 1 = Disagree

Item	Score			
1. All team members were in attendance at the scheduled meeting(s).	4	3	2	1
2. A meeting leader, recorder and time keeper were appointed and operational during the meeting(s) (e.g., the recorder projects the meeting notes publicly during the meeting for all participants to view).	4	3	2	1
3. A team meeting agenda was followed during the meeting(s).	4	3	2	1
4. All materials, resources, and data necessary to support discussions, decisions and action planning were appropriately gathered, prepared and available at the meeting(s).	4	3	2	1
5. The previous meeting notes were reviewed at the beginning of the meeting(s) to determine if previous goals and actions were accomplished.	4	3	2	1
6. Session goals were defined at the beginning of the meeting(s) to identify the focus and specific goals of the meeting.	4	3	2	1
7. The meeting(s) included systematic analysis of student and implementation data, exploration of resources and instructional strategies, and a focused discussion around actions and planning.	4	3	2	1
8. For Classroom Instruction and Intervention Teams (i.e., PLCs) only: Necessary instructional strategies were practiced by all team members during the meeting(s).	4	3	2	1
9. Data was used to prioritize a focus area, finalize an action plan, or make adjustments to an action plan during the meeting(s).	4	3	2	1
10. The meeting(s) ended with a summary of specific goals and actions agreed on during the meeting.	4	3	2	1

Comments (e.g., What went well? What were some challenges? What are some suggestions for future meetings?)



Example: PLC Team Meeting Implementation Data – Meeting Minutes and Meeting Survey Data

Professional Learning Community Meeting Agenda and Minutes

Agenda and Minutes:

Date: _____
School: _____
Participants (record who is in attendance): _____

- Debrief previous meeting notes and actions since the last meeting (10 minutes).**
 - Quickly review your meeting "Conditions for Success" (meeting guidelines).
 - Review the school instruction and intervention goal.
 - Review the actions identified at the last meeting (step #5 from the minutes).
 - Were the actions completed?
 - If yes, what were the results or impacts?
 - If no, what were the barriers and what adjustments need to be made?
 - Celebrate progress!
(Recorder: summarize the team actions here.)
- Define goal(s) for today's meeting (5 minutes).**
What do we need to accomplish by the end of today's meeting?
(Recorder: list the specific focus and goal(s) for today's meeting here.)
- Review and evaluate new data (15 minutes).**
 - Review student reading data and ensure that the monthly **Data Evaluation Summary** is complete
 - Universal Screening Data (Reports for Classrooms)
 - Progress Monitoring Data
 - Lesson Mastery Data
 - Diagnostic Data
 - Evaluate the student reading data using the **Data Evaluation Summary** and identify takeaways, or key points, from the data
 - Highlight ECRII Instructional Plan groups not making acceptable growth.
 - Highlight individual students not making acceptable growth.
 - Review Implementation Data and identify takeaways, or key points, from the data
 - Instruction and Intervention Implementation Data
 - Review other data sources and identify takeaways, or key points, from the data
 - Specify: _____

(Recorder: list the 2-3 key points that are identified from the student reading data here.)

 - 1.
 - 2.
 - 3.

(Recorder: list the 2-3 key points that are identified from the implementation data here.)

 - 1.
 - 2.
 - 3.

School: _____ Grade: _____ Date: _____

School-Based Team Meeting Implementation Survey

Meeting Type (check one): MTSS-R Leadership Team Classroom Instruction and Intervention Team (e.g., PLCs)

Data Sources Used During the Meeting(s):

Student Performance Data: Universal Screening Progress Monitoring Diagnostic Lesson Mastery
Implementation Data: Reading Instruction PD and Coaching MTSS-R School-Based Teams

Scoring: 4 = Agree 3 = Slightly Agree 2 = Slightly Disagree 1 = Disagree

Item	Score			
1. All team members were in attendance at the schedule meeting(s).	4	3	2	1
2. A meeting leader, recorder and time keeper were appointed and operational during the meeting(s) (e.g., the recorder projects the meeting notes publicly during the meeting for all participants to view).	4	3	2	1
3. A team meeting agenda was followed during the meeting(s).	4	3	2	1
4. All materials, resources, and data necessary to support discussions, decisions and action planning were appropriately gathered, prepared and available at the meeting(s).	4	3	2	1
5. The previous meeting notes were reviewed at the beginning of the meeting(s) to determine if previous goals and actions were accomplished.	4	3	2	1
6. Session goals were defined at the beginning of the meeting(s) to identify the focus and specific goals of the meeting.	4	3	2	1
7. The meeting(s) included systematic analysis of student and implementation data, exploration of resources and instructional strategies, and a focused discussion around actions and planning.	4	3	2	1
8. For Classroom Instruction and Intervention Teams (i.e., PLCs) only: Necessary instructional strategies were practiced by all team members during the meeting(s).	4	3	2	1
9. Data was used to prioritize a focus area, finalize an action plan, or make adjustments to an action plan during the meeting(s).	4	3	2	1
10. The meeting(s) ended with a summary of specific goals and actions agreed on during the meeting.	4	3	2	1

Comments (e.g., What went well? What were some challenges? What are some suggestions for future meetings?)



Introducing the implementation data process to school staff

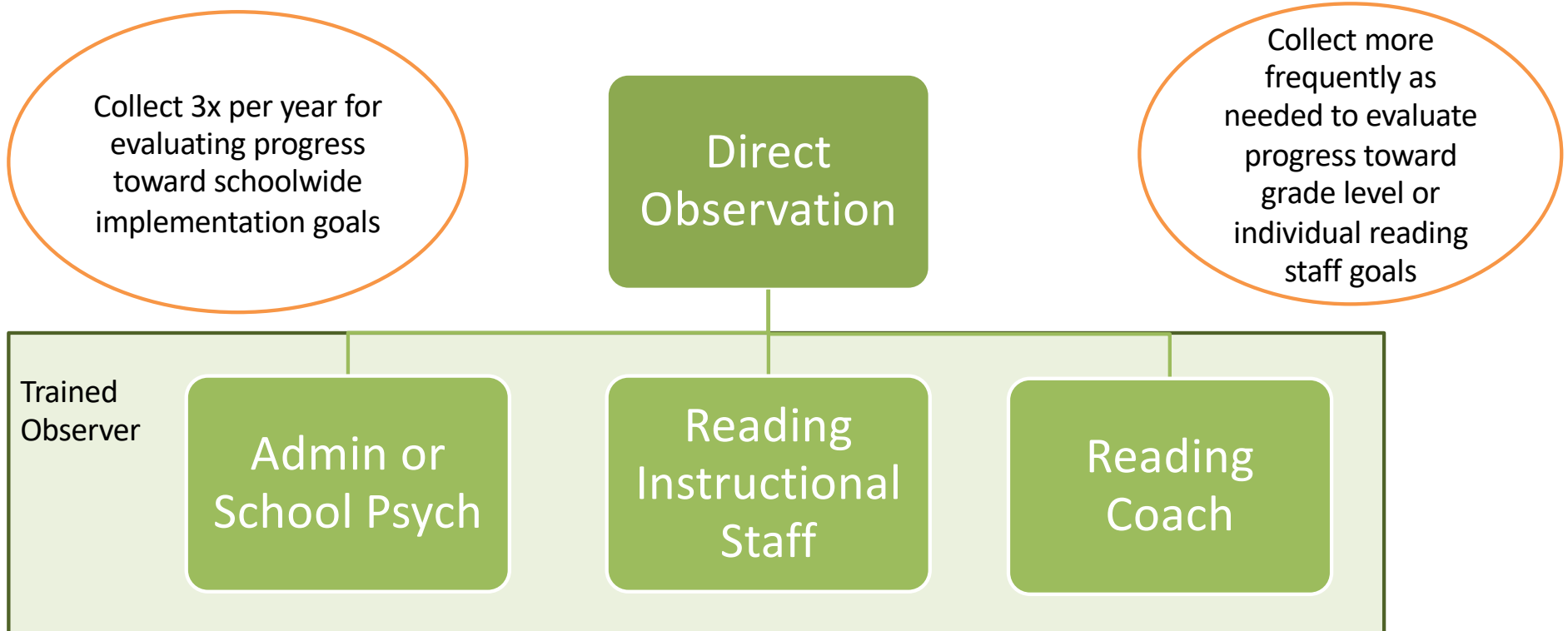
Clarify the *supportive* purpose of implementation data

Provide high-quality PD to set reading staff up for implementation success

Structure coaching visits around use of the implementation data tool

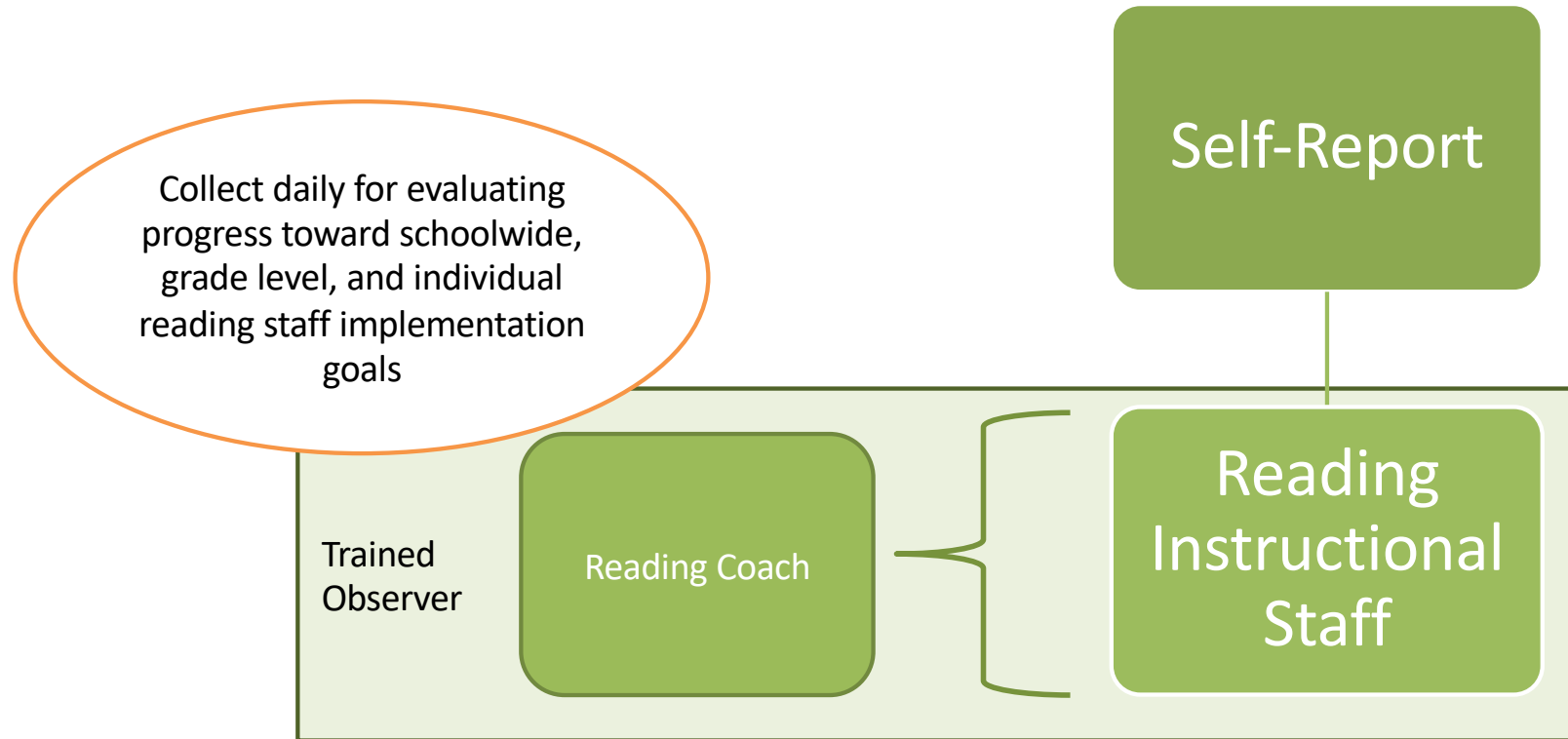


Collecting Direct Observation Data





Collecting Self-Report Data





Thank you for being here today!





Questions

