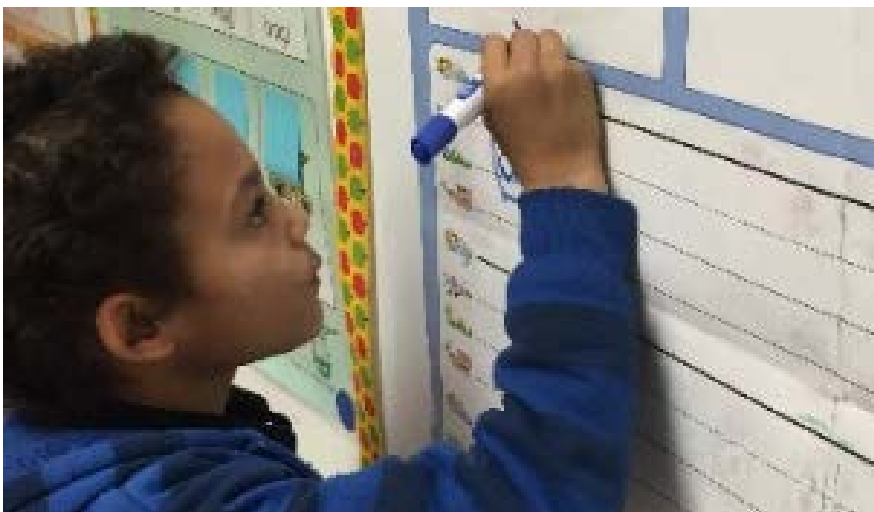




# Capacity Building for Sustainability: Worcester Public Schools

Worcester, Massachusetts  
2010-2016



## WIN District Profile

Worcester Public  
Schools (MA)

Program: Foundations®  
Grade levels: K-3

In this profile,  
we focus on the  
systematic planning  
of professional  
learning to align  
with the gradual  
rollout of Foundations  
across the district.





# Capacity Building for Sustainability: Worcester Public Schools



Wilson Language Training Corporation  
[www.wilsonlanguage.com](http://www.wilsonlanguage.com)

**CAPACITY BUILDING FOR SUSTAINABILITY:  
WORCESTER PUBLIC SCHOOLS**

PUBLISHED BY:

**Wilson Language Training Corporation**

47 Old Webster Road

Oxford, MA 01540

United States of America

(800) 899-8454

[www.wilsonlanguage.com](http://www.wilsonlanguage.com)

© 2016 Wilson Language Training Corporation.

All rights reserved. Limited permission to reproduce and share granted for educational noncommercial use only. Noncommercial use means use that is not intended for commercial advantage or monetary compensation. Please give appropriate credit, provide a link to [www.wilsonlanguage.com](http://www.wilsonlanguage.com), and indicate if changes were made.

Preferred citation:

Wilson Language Training. (2016). *Capacity building for sustainability: Worcester Public Schools*. Oxford, MA: Author.

Printed in the U.S.A.

## Acknowledgements

---

Wilson Language Training® wishes to thank Interim Superintendent Dr. Marco Rodrigues, District Quadrant Manager Dr. Mary Meade-Montaque, and the dedicated staff of Worcester Public Schools who reflected on the implementation process in these schools and shared their experiences. We appreciate their support in developing this profile and for their commitment to the students and families they serve.

We also wish to recognize and express our appreciation to the following individuals who contributed to this report:

Michelle A. Duda, Ph.D., BCBA-D of Implementation Scientists, LLC, who shared her tremendous knowledge in the field of implementation science by authoring the sections of this report describing implementation science and its application in the Worcester Public Schools.

Linda Wernikoff, Wilson Language Training, whose comprehensive understanding of school systems and implementation of WLT's programs informed her writing about the Wilson® Implementation Network and the application of implementation science in the Worcester Public Schools.

Dr. Tim Odegard, Middle Tennessee State University, who drew upon his expertise in scientific research to collect and interpret the data from each of the schools in the Worcester Public Schools.

## Preface

---

In *Make "It" Happen: Using Implementation Science with Wilson® Programs* (Duda, Penfold, Wernikoff, & Wilson, 2014), we share our experience and understanding of how the application of implementation science principles can lead to more predictable positive outcomes for students within the complex world of schools and districts. It explains how attending to the "Formula for Success" and its components, the "Active Implementation Frameworks," makes it possible for schools and districts introducing a new program or set of practices to more successfully meet students' needs.

To give life to these principles and components, we have developed a series of school and district profiles on our Wilson Implementation Network (WIN) members. These profiles are written for school and district administrators and staff who are interested in learning about the construction of an implementation plan with a strategic professional learning activities and systematic scale up of Wilson programs to more reliably achieve their stated goals and objectives.



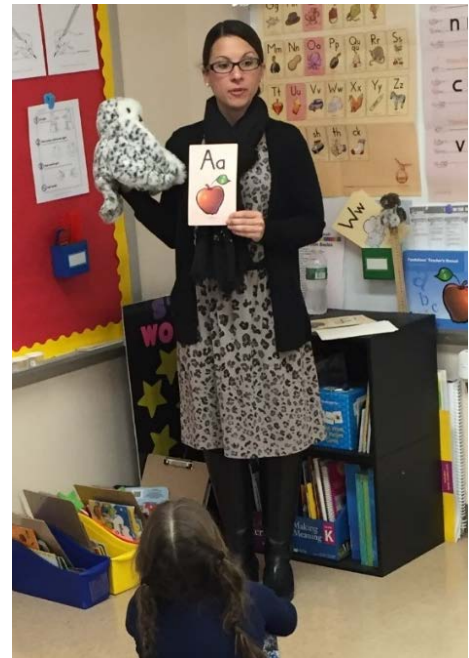
The Wilson® Implementation Network (WIN) encompasses selected schools and districts that are implementing one or more of the Wilson programs: Foundations®, Just Words®, or the Wilson Reading System®. These schools and districts were invited to participate in the WIN after demonstrating a dedication to improving literacy outcomes, commitment to creating systems to develop a culture of learning for students and adults alike, and passion for sharing lessons learned along the way.

For more information, please contact:  
Dr. Paul Tortolani, Vice President of Education:  
[PTortolani@wilsonlanguage.com](mailto:PTortolani@wilsonlanguage.com)

# About Worcester Public Schools (WPS)

Every district faces its own unique challenges, and in 2010, Worcester Public Schools (WPS) was experiencing reduced district funds, fewer staff, shifting demands from new laws and requirements, and a highly diverse student population. Furthermore, Worcester’s students had a high rate of reading difficulties that was not being fully addressed through their Tier 1 literacy instruction.

After exploring ways to address the reading difficulties, the WPS district team decided to adopt the Foundations® program. The team committed to the goal of improving literacy outcomes for all students, and worked closely with Wilson staff to develop a plan that would promote successful installation and sustainability of the program. This plan included gradual roll out of the program and systematic development of school and district capacity that would support the use of Foundations as intended. A key component for building program sustainability was the development of “in house experts.” This role was fulfilled by Wilson-trained Facilitators, who provided critical ongoing professional learning support for teachers and staff that extended beyond initial training and had a direct impact on student outcomes. The district team’s adoption and support of Facilitator training for each implementing school offers an example of how other districts might consider a system-wide rollout of aligned supports for their schools.



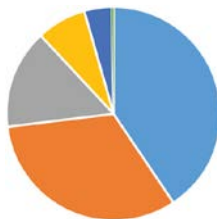
## About Worcester Public Schools (2015-2016)

### District Size

- Third largest district in Massachusetts.
- Comprises 33 elementary schools, 4 middle schools, 2 middle/high schools, 4 comprehensive high schools, and 1 technical high school.
- Student population of approximately 25,076 that is ethnically and socioeconomically diverse.

### Student Diversity

- Hispanic (40.8%)
- White (32.5%)
- African American (14.9%)
- Asian (7.5%)
- Multi-Race, Non-Hispanic (4.1%)
- Native American (0.2%)



### Students

- 74.3 % High needs\*
  - 52.4% Economically disadvantaged
  - 50.8% First language not English
  - 38.4% English language learner
  - 19.1% Students with disabilities
- \* High needs refers to low income, English language learners, or students with disabilities

## **Focus on Effective Implementation Methods**

---

A gradual shift in the Worcester Public Schools' internal processes, expectations for teachers and students, and growth in student outcomes was due to the district's commitment to building staff competency, championed by a strong leader, as well as its use of a self-reflection cycle to inform the continuous improvement process.

In 2008-2009, WPS established a task force to address the high number of students struggling with reading. Their work revealed that the number one reason for referral to special education was a reading issue, and that an evidence-based, systematic word study program to supplement the current literacy program was needed. Over the next couple of years, some schools in the district began to implement Foundations®, but without a systematic implementation.

In 2010, the district began its search for an effective program to better meet the Tier 1 instructional needs of its students. Several contextual shifts in the district, such as new staff and a new vision of school management, enabled a formal introduction of Foundations as the supplemental word study program across the district.

### **Gradual Roll Out of Foundations**

Together with Wilson staff, WPS developed an implementation plan to roll out Foundations to cohorts of schools beginning in the 2011-2012 school year. Schools were carefully selected and organized into cohorts based on their readiness to adopt a new program and their willingness to implement Foundations with complete fidelity. The number of schools in each cohort was determined by the district's limited budget. Once schools were selected, the implementation plan specified a gradual rollout of Foundations within each school: Levels K and 1 in the first year, Level 2 in the second year, and Level 3 in the third year. To ensure that teachers had the necessary knowledge and skills to use the program as designed and that the schools would have the structures in place for program sustainability, gradual training for Facilitators was launched. Demonstrating the success of this approach, by 2015-2016, 29 of 33 (88%) of the elementary schools in Worcester were implementing Foundations.

### **Building Staff Competency**

Wilson Literacy Specialists and Advisors helped develop building-level and district-level knowledge and skills to support each teacher's use of Foundations as intended. From the beginning, the district's plan was to sufficiently train instructional coaches at the district level and in each school using the program so that they would be well-prepared to actively support teachers in their classrooms on an ongoing basis without the need for direct Wilson support. To prepare them for that role, Wilson's Literacy Specialists provided training, which included coaching, co-teaching and modeling of lessons, conducting study groups with teachers, and assisting teachers in using Wilson's online learning community. Through this process, Wilson and Worcester staff noticed varying levels of Foundations use across the cohort of schools. To encourage more consistent implementation, a formalized Foundations Facilitator Certification process was established and instituted in 2013-2014, which replaced the previous training for instructional coaches. The goal became to have a certified Facilitator at each school and at the district.

# Overview of Activities

A school or district that strives to reach its intended outcomes must: (1) select interventions known to be effective (red box); (2) utilize effective implementation methods to deliver the intervention as intended (orange box); and (3) leverage an enabling context to support the implementation and sustainability of the intervention (grey box). Guided by Wilson, Worcester Public Schools followed these tenets from implementation science research to make progress toward their goal of improved student literacy achievement.

Effective Interventions	Effective Implementation Methods	Enabling Context	Intended Outcomes
<p>WPS selected Foundations® as its evidence-based word-level reading, spelling, and handwriting program to supplement its core literacy program based on its prior experience with the Wilson Reading System® (WRS).</p> <p>By 2010, Worcester Public Schools had been using WRS to provide intensive reading intervention (Tier 3) for many years. Seeing their students make academic gains while also improve their self-esteem led to growing use of WRS across the district. As a result, more teachers undertook WRS training. Success with WRS led the district to turn to Foundations when it tackled the challenge of improving the Tier I reading instruction for the general education classrooms.</p>	<p><b>When: Implementation Stages</b> The district went through the “exploration” of a new foundational reading skills program in 2010-2011 and selected Foundations to be implemented in interested schools beginning in 2011-2012. They systematically rolled out Foundations to cohorts of willing schools who were prepared and committed to implementing the program with fidelity.</p> <p><b>How: Implementation Drivers and Improvement Cycles</b> The district’s focus on building staff capacity through the development of Foundations Facilitators and its engagement in a continuous improvement process are key to Worcester’s success. <b>In this profile, read about the district’s activities in these areas.</b></p> <p><b>Who: Implementation Teams</b> Guided by Wilson staff, the district repurposed their existing leadership teams in 2013-2014 to serve the function of a District Implementation Team. Their role was to support the capacity building and sustainability of Wilson programs districtwide. The team included 6 district members (7 in 2014-2015) and 2 members from Wilson. See Table 1 for a list of members.</p>	<p>The systematic rollout and extensive training of teachers in Foundations was facilitated by new district-level staff, new district vision of school management from a top-down to a bottom-up approach, a shift in the philosophy of school support to provide technical assistance for school-level staff, greater communication between general education and special education staff, and a greater level of accountability from individual schools.</p> <p>In addition, the district’s experience using WRS and its recognition that Foundations implemented with fidelity could meet its students’ needs, solidified the district’s commitment to use Foundations.</p>	<p>Cohort 3 schools, which received formal Facilitator Certification training, demonstrated stronger gains than Cohort 1 and 2 schools, which received general coaching and support for instructional coaches without the formalized certification training.</p> <p>Cohort 3 schools had 15%-19% more students at benchmark on the DIBELS honeme Segmentation Fluency measure and Nonsense Word Fluency/Correct Letter Sound measure after the first year of Foundations mplementation.</p> <p>Union Hill School had strong implementation from year one. By year three, 82% of its kindergarten students reached benchmark on the DIBELS Phoneme Segmentation Fluency measure, an increase of 32 percentage points over its pre-Foundations performance. <b>Read more in the Student Outcomes section.</b></p>



The professional learning plan stated that each school would train an on-site instructional coach for Level K and Level 1 and then add Level 2, followed by 3 to coincide with the timing of the program rollout. In some cases this worked as planned. In other places, the individual identified to continue with Facilitator training left the school, requiring a new cycle of training.

When the formalized Foundations® Certification training was established 2013-2014, some teachers were asked to re-engage in Foundations training by participating in the certification process. While there was some resistance, it became widely recognized among district and school staff, including classroom teachers and the instructional coaches themselves, that those who had gone through this new model of training exhibited greater confidence and skill in implementing Foundations. Also seeing stronger student outcomes, teachers and administrators were soon convinced of its value.

To capture certified Facilitators' overall perceptions of the new certification training and the effectiveness of the Foundations program, a survey was administered to them in May 2015. Results showed that the Facilitators valued their role in the school and felt valued in return. Specifically:

- 95% believed that the Facilitator role was important to support the implementation of Foundations;
- 91% felt supported by their school/district leadership in their role as a Foundations Facilitator; and
- 95% believed that the Foundations program improves outcomes for students.

As of 2015, there were 27 certified Foundations Facilitators (25 at the school level and 2 at the district level). Many Facilitators have been certified at multiple Foundations Levels (K,1, 2, and 3) to support implementation. Facilitator training for intervention support (Tier 2) is now also underway. And, the district has developed Foundations Presenters to build its capacity to conduct Foundations workshops.

Examination of student data illustrates the important role that these certified Facilitators have had in driving student growth. In a district where multiple, competing initiatives and challenges exist, having someone at the school level with the in-depth knowledge and skills to support the implementation of Foundations can make a major difference.

#### **Impact of Facilitator Certification Training on Student Success:**

The value of preparing Facilitators through the formalized certification process, which ensured more consistency among participants' ability to apply new knowledge and skills in the classroom with students, can be seen in a comparison of DIBELS data between Cohort 1 and 2 schools (which received coaching and Facilitator support without the formalized certification training) and Cohort 3 schools (which received formal Facilitator Certification training). An analysis of kindergarten students' performance with two DIBELS measures at the end of the 2013-14 school year demonstrated that:

- Cohort 3 schools had 15%-19% more students at benchmark on the DIBELS Phoneme Segmentation Fluency (PSF) measure after the first year of Foundations implementation compared with Cohort 1 and 2 schools which had 5%-9% more children scoring at benchmark.
- Cohort 3 schools that began the first year of Foundations implementation with fewer than 80% of students at benchmark on the DIBELS Nonword Fluency/Correct Letter Sounds (NWF-CLS) measure also achieved 15%-19% more students reaching benchmark at the end of year.

The role of the Wilson Reading System® In-District Trainer in supporting staff competency to implement Foundations® with fidelity was also an important one in Worcester. They had the expertise to conduct and supervise WRS program implementation, but were also able to support teachers and Facilitators in providing Tier 2 instruction in Foundations. Their ability to see things at a broader level and expertise with the concepts and skills required to implement both programs with fidelity placed them in the critical role as a conduit of communication and support between each school and the district administration. Since they were active in the schools, they could see where additional professional learning was needed and offer that training. Principals felt supported by this process, and the district's recognition of the success of this model led them to dedicate these staff to supporting the use of the Wilson programs.

## Leadership to Drive High-Quality, Systematic Implementation

Mary Meade-Montaque, Quadrant Manager, was the district's leader and champion in implementing Foundations with fidelity. She forged a partnership with Wilson and school principals. She kept Wilson informed of decisions made and the support needed to work together successfully. Mary convened meetings with school principals and Wilson staff to discuss the barriers and challenges to expect in the implementation process and to help the schools overcome these. She provided the organizational supports necessary to signal the district's commitment to implementing Foundations with fidelity and backed it up with the necessary resources and organizational supports, such as dedicated daily time in the school day for Foundations, a better process for reviewing unit test data to inform instruction, and the promotion of grade-level study groups.

Wilson's role was to support each school by helping them to examine and make meaningful use of their data, and troubleshoot ways to overcome barriers and challenges. Wilson also held a principal/administrator orientation for each new cohort of schools and a principal meeting once or twice a year. This was critical as the school leaders played an important role in supporting proposed solutions that would allow the use of Foundations to be successful.

### **What is a Foundations Facilitator?**

Foundations Facilitators are developed as part of a school or district's implementation plan (COMPASS Plan) with Wilson Language Training®. Facilitators undergo a year-long training to understand instruction in foundational reading skills, best practices in teaching and learning, and effective ways to work with teachers in supporting their professional learning in these same areas. Foundations Facilitators are trained to support teachers using the program, promoting student achievement through fidelity of implementation and building a collaborative professional learning environment.

### **What is a Foundations Presenter?**

Foundations Presenters have completed Facilitator Certification training along with other prerequisites, and have been selected/approved to engage in additional professional learning that allows them to conduct program workshops within their district. This allows the district the opportunity to effectively deliver workshops for new teachers or to expand implementation at a significantly reduced cost. Presenters serve as knowledgeable resources for their colleagues and administrators, and support program implementation with fidelity.

### **What is a WRS In-District Trainer?**

Each year, Wilson invites a limited number of applicants to intern for one full year as a Wilson Reading System Trainer. To be eligible, individuals must have completed WRS Level I and Level II Certification. Individuals who successfully complete the internship become WRS trainers, who are then able to conduct and supervise WRS certification as part of their job responsibilities.

*To learn more about developing a Foundations Facilitator, Presenter, or WRS In-district Trainer, please contact: Dr. Paul Tortolani, Vice President of Education: PTortolani@wilsonlanguage.com*

## Reflection, Planning and Decision-Making Informed by Data and Analysis

*"Partnering with Wilson Language Training® in the development of a comprehensive literacy plan with the goal of increasing student literacy outcomes has yielded many positive results for our district. Through strategically building our schools' capacity to support systematic multi-sensory reading and spelling instruction and building district capacity to sustain this work, we have increased our teachers' knowledge and abilities to provide early literacy instruction and have increased our students' abilities to read fluently and comprehend complex text."*

Mary Meade-Montague, District Quadrant Manager

Improvement cycles are an important aspect of implementation science, and from the beginning, Wilson staff and principals from schools using Wilson programs were convened by the District Quadrant Manager in order to review what was working, identify roadblocks, review data, and develop solutions to support implementation and student achievement.

This process led the district to create and formalize an implementation team for Foundations® in 2013. The members and their roles are described in Table 1. Additionally, the use of this process guided the reflection on how well the system was preparing teachers to use the Foundations program. Many lessons were learned from Cohort 1 and 2 schools, including what was successful in developing the proficiency of reading coaches to support Foundations. These lessons were incorporated into the Facilitator Certification model, which was introduced to Cohort 3.

Table 1: Worcester Public Schools' Implementation Team and Roles

Position	Role on the Team
District Quadrant Manager	Team Leader; aligns Wilson programs with other district initiatives and coordinates assistance for school leaders and staff on use of Wilson programs.
District Curriculum Manager	Assists in aligning all Wilson programs in use with other district initiatives.
District Special Education Manager	Collaborates with other district staff to coordinate Wilson programs for students with disabilities.
District Learning Disabilities Teacher/Trainer	Coordinates coaching activities and provides coaching on Wilson programs; provides technical assistance on the Wilson programs to special education teachers.
District Assistant Director of Special Education for Special Projects	Assists in coordinating Wilson programs for students with disabilities.
District Manager for ELLs and Supplemental Support	A new member in 2014-2015, assists with alignment of Wilson programs for English language learners.
Wilson' Liaison to the District	Assists in communicating district needs, questions, and obstacles to Wilson staff in order to support implementation.
Wilson Literacy Advisor	Provides guidance to the district and school staff on the implementation of Wilson programs and develops annual implementation plans.

In 2013-2014, Wilson invited the district to participate in the District Capacity Assessment (DCA) process (Duda, M.A, Ingram-West, K., Tedesco, M., Putnam, D., Buenrostro, M., Chaparro, E. & Horner, R., 2012) to provide a view of the district's current implementation capacity, its strengths, and concrete next steps to address areas of need. Wilson facilitated this process, which included a range of district stakeholders (the district leadership team, coaches, and selected school-level leaders) engaged in a rich discussion.

With Wilson programs as the focus, the implementation team developed a common understanding of processes that had a direct impact on improving student reading outcomes, specific ways to leverage current strengths, the benefits of intentional professional development, and ways to ensure system-wide interventions that would help ensure sustained use of Wilson programs. They recognized the following needs and action steps for implementation in the following school years:

- Refine the goals of the district-level implementation team to better support Foundations® use across all the schools.
- Record minutes of Implementation Team meetings and include points of agreement for planning and troubleshooting into the district's literacy plan.
- Provide targeted support for each school to address its specific needs rather than treating it as a member of a particular cohort. This was particularly important for schools that might have lost a Facilitator and needed to train a new one.
- Solidify the role of a WRS In-District Trainer as a dedicated support to teachers and principals in the use of Wilson programs.
- Document the many processes and decisions in writing to ensure that they would be less people-dependent and more sustainable over time as part of business as usual.
- Collect and analyze student data more frequently than the current annual process. A system to routinely analyze and provide the data to schools would be a particularly important addition.
- Collect and analyze more formally the data on teachers' fidelity of program implementation through the Wilson checklists and classroom walkthrough tools already in use, and link those to student outcomes.

## Student Outcomes: Spotlight on Union Hill School

*"The long-troubled Union Hill Elementary in this one-time textile town has pulled off the kind of headline-grabbing transformation struggling schools around the country dream about: It went from being one of the lowest-performers in the Bay State to the highest rung on the state's school ratings system in just four years."*

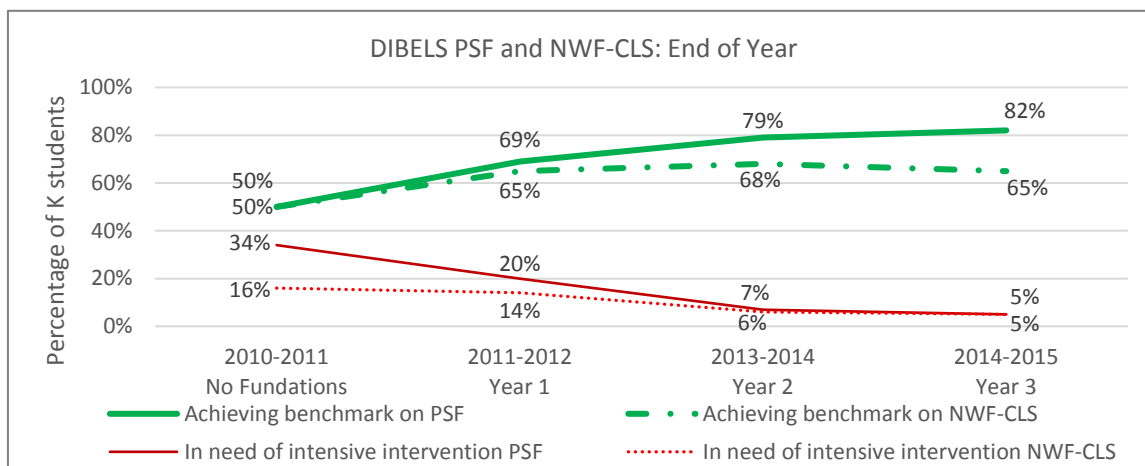
(Education Week: December 30, 2015)

Although Union Hill School was in the first cohort of schools adopting Foundations®, it was able to achieve high fidelity of implementation prior to the start of formalized Facilitator Certification due to the strong leadership of Principal Marie Morse and Instructional Coach Bethann Trychon. One of the neediest schools in the district, Union Hill has demonstrated impressive gains in its students' literacy achievement. While recognizing that various factors were at play to support students' literacy growth, the school and district staff acknowledged the critical role that Foundations and the corresponding implementation supports played in the students' success. Union Hill illustrates the accomplishments that schools within the district achieved once implementation grew stronger.

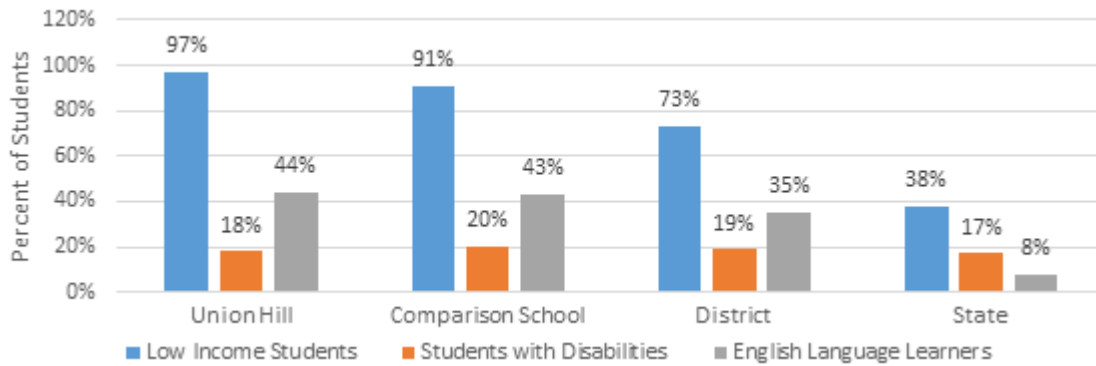
DIBELS data from Union Hill (see Figure 1) illustrates students' progressive growth over several years in two critical areas: (1) phonemic awareness skills, the ability to identify individual sound units within a spoken word, which is a requisite skill for learning phonics and decoding, and (2) nonsense word fluency, the ability to associate letters with their correct sounds in non-words. Phonemic awareness was measured using the DIBELS Phoneme Segmentation Fluency (PSF) subtest and nonsense word fluency was measured using the DIBELS Non-Word Fluency (NWF) Correct Letter Sounds (CLS) subtest. By year three of implementation:

- 82% of Union Hill's kindergarten students had reached benchmark on the DIBELS PSF measure, an increase of 32 percentage points over its pre-Foundations performance;
- 65% of kindergarten students reached benchmark on the NWF-CLS measure, an increase of 15 percentage points over its pre-Foundations performance; and
- Only 5% of students were identified as needing intensive intervention based on the DIBELS PSF and DIBELS NWF-CLS; a reduction of 30 percentage points and 11 percentage points, respectively.

**Figure 1: Percentage of Kindergarten Students Meeting Benchmark or in Need of Intensive Intervention on DIBELS Phoneme Segmentation Fluency (PSF) & Nonsense Word Fluency-Correct Letter Sounds(NWF-CLS); End of Year**



The demographics at Union Hill differ substantially from the state, with a much higher percentage of low-income students and English language learners. They are even higher than the district average (2014-2015 Student Population Data<sup>1</sup>):



<sup>1</sup> District data from: <http://profiles.doe.mass.edu/analysis/default.aspx?orgcode=03480000&orgtypecode=5&>  
 Union Hill data from: <http://profiles.doe.mass.edu/analysis/default.aspx?orgcode=03480240&orgtypecode=6&>

Bethann Trychon, Focused Instructional Coach at Union Hill, remarked that:

*The effective use of Foundations® at Union Hill School has helped bridge the gap between readers who struggle and those who do not. Foundations has aided in improved word recognition, vocabulary, and far better fluency and comprehension. While some might think it is strictly a phonics-based reading program, I have found it to be a powerful source of knowledge, and has paved the way to develop understandings of complex written language, syntax and grammar. I believe Foundations has helped our students becoming fluent, strategic and joyful readers, and subsequently have much better chances in achieving success in both school and life.*

## Summary

---

Too often, despite a school or district's adoption of an "effective" program, student achievement does not grow as expected. Use of implementation science research can change that. We have learned that "the emerging field of implementation science provides insight into the elements of effective implementation processes that lead to the adoption of new policies, programs, or practices in a manner that results in the intended outcomes" (Duda & Wilson, 2015, p.3).

Following the understanding that, "it is critical to build local implementation capacity to engage and sustain the work" (Duda, Penfold, Wernikoff, & Wilson, 2014, p.8), Worcester Public Schools attended to critical implementation drivers as they planned a strategic and systematic rollout of Foundations® with aligned professional learning. This increased the odds that WPS would experience success in improving students' literacy skills. Bringing schools on gradually allowed the district to meet the staffing, material, training, and other resource needs of schools using the program. Extensive training for instructional coaches was provided from the beginning to support staff competency, and organizational supports and leadership drivers promoted and facilitated the use of Foundations as intended. Their monitoring of implementation allowed Wilson to provide support expeditiously, and the use of improvement cycles informed the decision in year 3 to shift to the formalized Foundations Facilitator Certification model, which led to even stronger student gains. In addition to Facilitator certification, the development of Foundations Presenters and WRS In-district Trainers allowed the district the capacity to implement Foundations independently going forward and with a level of fidelity that will help it achieve long-term benefits. In the end, the students' achievements ultimately persuaded additional schools in the district to request the program.

## Lessons Learned

By using the District Capacity Assessment to engage in a systematic and intentional review of implementation processes, the implementation team learned several important lessons that guided its future actions:

- Start slow to ensure that the district has the resources to support schools.
- Show, at least in a small way, that the program works before implementing across the district.
- Seek participation from schools/principals who are committed to implementation of the new program with fidelity rather than mandating participation. This commitment, which means providing adequate staff and resources, is key to fully implementing and sustaining the program.
- Provide coaching support from someone not evaluating or rating the staff.
- If possible, train Facilitators one year prior to implementation of a specific Foundations Level in order to provide more time for them to deepen their understanding of that Level before supporting teachers in its use.
- Monitor what is happening during implementation. This includes meeting with principals and checking in with coaches and Wilson staff to address issues expeditiously.
- Use data to understand students' progress, drive instruction, and plan professional learning activities.
- Use data to help principals understand where the gaps are in the overall literacy program and what is needed to strengthen it.
- Ensure that schools are using formative assessment data on a regular basis to understand what is working well.
- Provide leaders with opportunities to share concrete and successful strategies, protocols, and processes within their school and with other schools in the district so that those things can be replicated.

## Other References and Related Resources

---

- Duda, M.A., Ingram-West, K., Tedesco, M., Putnam, D., Buenrostro, M., Chaparro, E. & Horner, R. (2012). *District capacity assessment*. Chapel Hill, NC: University of North Carolina Chapel Hill.
- Duda, M.A., Penfold, A., Wernikoff, L., & Wilson, B. (2014). *Make “it” happen: Using implementation science with Wilson® programs*. Oxford, MA: Wilson Language Training. Retrieved from: <http://www.wilsonlanguage.com/wp-content/uploads/2016/01/Make-it-Happen-Using-Implementation-Science-with-Wilson-Programs.pdf>
- Duda, M.A., & Wilson, B.A. (2015). *Using implementation science to close the policy to practice gap*. A Literate Nation White Paper, Science Panel. Vol. Spring (2015). San Francisco: Literate Nation. Retrived from: [http://www.wilsonlanguage.com/wp-content/uploads/2016/06/Implementation\\_Science\\_White\\_Paper\\_for\\_Literate\\_Nation.pdf](http://www.wilsonlanguage.com/wp-content/uploads/2016/06/Implementation_Science_White_Paper_for_Literate_Nation.pdf)
- Massachusetts Executive Office of Education. (2016). Website: Massachusetts’ System for Differentiated Recognition, Accountability, and Support. <http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/support-for-level-3-4-and-5-districts-and-schools/school-and-district-turnaround/turnaround-in-massachusetts/system-for-differentiated-recognition-accountability-and-.html>
- National Implementation Research Network (NIRN). (2013). *Active implementation frameworks*. Chapel Hill, NC: Author. Retrieved from: <http://implementation.fpg.unc.edu/>
- UO DIBELS Data System. University of Oregon, Center on Teaching and Learning. Retrieved from: <https://dibels.uoregon.edu/>
- Wilson, B.A. (2012). *Foundations* (2<sup>nd</sup> ed.). Oxford, MA: Wilson Language Training Corp.
- Wilson, B.A. (1996). *Wilson Reading System* (3<sup>rd</sup> ed.). Oxford, MA: Wilson Language Training Corp.

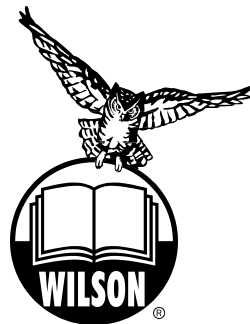
### For more information about:

---

- ✓ Wilson Language Training programs, visit: [www.wilsonlanguage.com](http://www.wilsonlanguage.com).
- ✓ Wilson Implementation Network, contact Dr. Paul Tortolani: [PTortolani@wilsonlanguage.com](mailto:PTortolani@wilsonlanguage.com)
- ✓ Worcester Public Schools and the schools they serve, go to: <http://worcesterschools.org/>
- ✓ Implementation science, visit: <http://nirn.fpg.unc.edu/>
- ✓ Profiles of other WIN schools, go to: <http://www.wilsonlanguage.com/professional-learning/school-district-implementation/applying-implementation-science/>
- ✓ Foundations Facilitator Certification and Presenter Development, please see: <http://www.wilsonlanguage.com/professional-learning/school-district-implementation/building-sustainability/>



*Our mission  
is to provide quality professional learning  
and ongoing support so that educators  
have the skills and tools they need  
to help their students become fluent,  
independent readers.*



*Wilson works.®*