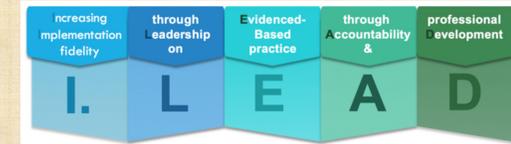


Incorporating an Implementation Intervention for Principals and the Impact on Teacher Fidelity of Implementation of an Evidence Based Writing Intervention

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Background and content

Evidenced based writing interventions are limited, but Self-Regulated Strategy Development (SRSD) (Harris & Graham; 2003) is a writing intervention recognized by What Works Clearinghouse (WWC, 2017). Despite the research supporting the success of SRSD (Harris & Graham; 2003; Graham et al., 2013) there has yet to be a study to measure its efficacy with a focus on the implementation process at a larger scale (Graham & Harris, 2016).

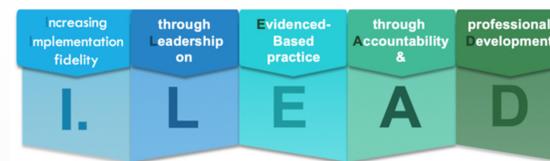
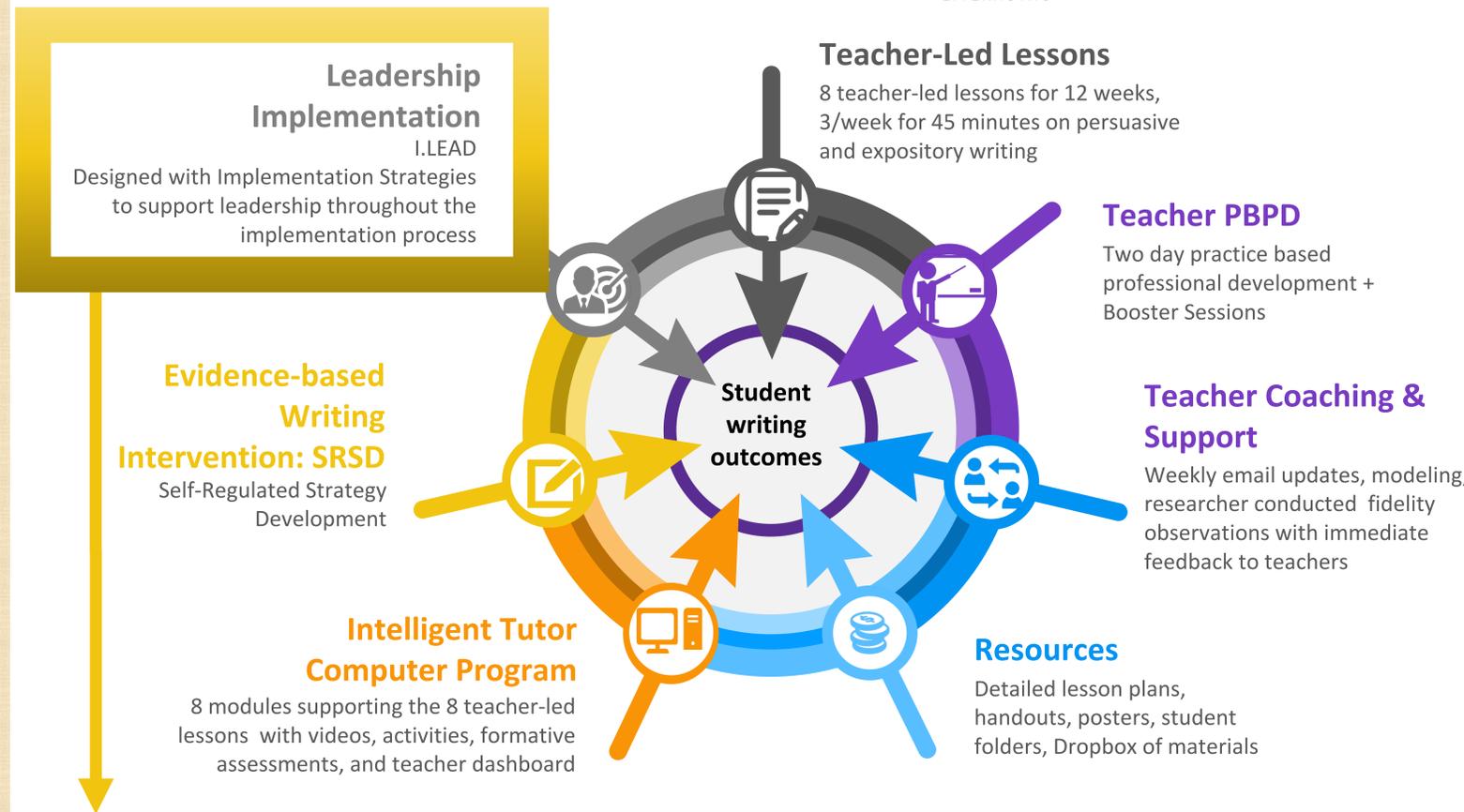
Implementation Science is emerging in the field of education seeking to identify facilitators and barriers to implementation interventions (Kam et al., 2003; Matsumura, 2010; Clarke, 2014). Principals have been identified as barriers to implementation (Aarons & Sommerfeld, 2012) and strong principal support and leadership have been identified to impact teachers' implementation fidelity, dosage, and quality (Ransford et al., 2009). Including principals in the intervention trainings and implementation process could provide supports and alleviate barriers to improve academic intervention outcomes (Domitrovich et al., 2008).

Objective: This study aims to address the research gap in implementation science within academic intervention studies and adapted instruments to measure key constructs within principal's role within implementation of an EBP in writing.

Research Question

- Relationship between reported principal self-perception and teacher perceptions of their principal's:
 - writing knowledge
 - writing support
 - intervention knowledge
 - intervention support?
- How does (principal knowledge and support of writing) impact teacher fidelity of implementation of teacher led lessons? Of computer led lessons?
- How does principal (principal intervention knowledge and intervention support) impact fidelity of implementation of teacher led lessons? Of computer led lessons?
- How does the principal's participation in I.LEAD impact the fidelity of implementation of teacher led lessons? Of computer led lessons?

Major Components of WeWrite



Writing Knowledge

- Principal Self-Report:** Principal Support for Writing Instruction (PSW-PI)
 - Teacher Perceptions of principal PSWI-T**
 - Open-ended questions
- PSWI-P: Adapted from McGhee & Lew (2007)

Writing Support

- Principal Self-Report:** Principal Support for Writing Instruction (PSWI-P)
 - Teacher Perceptions of principal PSWI-T**
 - Open-ended questions
- PSWI-P: Adapted from McGhee & Lew (2007)

Constructs

Intervention Knowledge

- Principal Self-Report:** Implementation Leadership Scale (ILS)
 - Teacher perceptions of Principal:** (ILS)
- Adapted from Aarons, G.A., Ehrhart, M.G., & Farahnak, L.R. (2014)

Intervention Support

- Principal Self-Report:** Implementation Leadership Scale (ILS)
 - Teacher perceptions of Principal:** (ILS)
- Adapted from Aarons, G.A., Ehrhart, M.G., & Farahnak, L.R. (2014)

Method

Study Design. The I.LEAD study focuses on the Early Start intervention group of the larger We Write study which is a multi-site cluster randomized trial.

Setting. Research was conducted in 9 schools in the Southwest.

Participants. The I.LEAD study focuses on the 9 principals and 60 3rd and 4th grade teachers assigned to the early start intervention group.

- Principals:** 100% Hispanic
 - Teachers:** 94% Hispanic
 - Student:** 91% Hispanic
- 84% of students eligible for a free or reduced price lunch
25% English Language Learners

I.LEAD Intervention

- Professional Development for principals on the intervention and writing content knowledge
- Goal-setting & action plans created with principals to support teachers throughout implementation
- Weekly email updates on teacher progress and computer program usage
- Monthly check-in meetings for accountability and support

Preliminary Results

- To be added and updated and submitted as soon as possible*