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Cross-Research Analysis: Leader Perspectives of SEAL Site-Level Implementation and Sustainability

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Leader Perspectives on System-Level Implementation: Study #5

Cross-Research Analysis: Leader Perspectives of SEAL Site-Level Implementation and Sustainability



Introduction to the SEAL Model and the 4-Year Research and Evaluation Effort

The [Sobrato Early Academic Language Model](#) (SEAL) is a preschool through third grade Model that powerfully develops students’ language, literacy and academic skills within the context of a whole-school initiative. This intensive approach to language and literacy education is woven into all aspects of the school day where English Learners and native English students learn together. The Model was first piloted in three schools in the Silicon Valley and an initial evaluation of the Model showed significant impact on student achievement, teacher practice, and parent literacy activities. As a result of these pilot findings, SEAL developed a Replication Model, a comprehensive whole-school reform that is implemented systematically and includes teachers, coaches, principals, district leaders, and families.

Loyola Marymount University’s [Center for Equity for English Learners](#) and the [Wexford Institute](#) conducted an external evaluation of the SEAL preschool through third grade replication model from fall 2015–fall 2019. This comprehensive research and evaluation study focused on (1) Leader Perspectives and Depth of Implementation, (2) Teacher Development, and (3) Student Outcomes. Twelve districts and 67 schools across California participated. This Research and Evaluation Final Report presents findings that will allow the SEAL team to institute its short- and long-term evaluation and research agenda based on the SEAL Logic Model and desired results for project management, decision-making, refinement, and expansion.

The SEAL Research and Evaluation Final Report is comprised of five sections presented in a series of briefs (see Figure 1) to maximize usability for multiple stakeholders. This brief is part of Section 2.

Figure 1

SEAL Research and Evaluation Final Report Overview



Section 2, Brief 5 – Context and Research Focus

The SEAL Replication Model includes a component that focuses specifically on building alignment and systemic capacity in and across SEAL districts and sites (see Section 1 Narrative, SEAL Logic Model). Over the course of the foundational three years, districts and schools who engage in SEAL Model implementation receive information, professional development, and planning guidance. This is coupled with support for district

leaders, principals, and coach-facilitators to develop policies, programs, practices, and resources to create an affirming climate, implement SEAL, develop leadership, and a community of leaders. During the final phase of this 4-year research and evaluation effort (2019-2020), the SEAL Research and Evaluation Advisory¹ recommended that the CEEL and Wexford teams conduct a Feasibility Study (see the Section 1 Narrative for more information) in order to identify data intersects and the viability of cross-research analysis. It was determined that an investigation of leader perspectives of site-level implementation presented a worthwhile avenue to explore replication-wide perspectives on site-level leadership as measured by the SEAL Depth of Implementation (DOI) Tool, Area 1B (see Section 2, Brief 1 for more information).

As such, this research and evaluation brief presents cross-research findings from surveys conducted by CEEL and the Wexford Institute to identify ways in which SEAL leaders facilitate site-level implementation to ensure a systemic approach to SEAL Model. The surveys contained some similar items, aligned to the SEAL Depth of Implementation (DOI) Tool—Leadership Area 1B. The items focused on evaluating leaders’ perspectives on site-level leadership implementation and sustainability practices within SEAL districts. Part One of this brief provides a description of the SEAL Model Leadership component and the DOI. Part Two is an overview of the purpose, methods, instruments, and survey respondents. Part Three includes findings related to the district and site leaders’ perspectives on systemic SEAL replication model implementation. The final section provides a summary of findings and implications.

Leaders Perspectives on Systems-Level Implementation Research and Evaluation Research Question

What are the perceptions of district-leaders, principals, and coach-facilitators regarding site-level implementation of the SEAL Model?

Part One: Descriptions of the SEAL Model Leadership Component and DOI

The SEAL Replication Model prioritizes engagement and development of district- and site-level leadership to support systemic and sustainable implementation. Three leadership roles are identified as part of the district implementation processes—one at the district level and two at the site-level (principal and coach). In some districts, multiple persons at the district-level support and facilitate site-level implementation. The SEAL district-level team provides district-wide support critical for site-level implementation of the SEAL Model. This includes active participation in SEAL Model leadership professional learning activities to build an understanding of the model and high-leverage pedagogical practices in order to facilitate alignment, articulation, and communication across sites. There is an expectation that district leaders monitor and support site-level administrators and coach-facilitators in making connections to other district initiatives and in leveraging resources to support implementation focused on SEAL’s values, goals, and principles.

SEAL Site Principals participate in professional learning to be able to understand the SEAL pedagogical practices and incorporate them into observations, walkthroughs, and feedback to teachers. Principals also make connections between SEAL and other initiatives related to PreK–3 and instructional/curricular improvement and facilitate information flow between efforts to help teachers see the connection. Throughout the implementation process, principals allocate time for SEAL professional learning, engage with coach-facilitators,

¹ The SEAL Research and Evaluation Advisory was primarily comprised of the LMU-CEEL and Wexford evaluation teams, in addition to the SEAL Founding Director, Executive Director, Director of Research and Evaluation, Research Associate, and Director of Innovation and Strategic Design.

and facilitate collaborative planning for teachers. There is also an expectation to align the use of resources for PreK–3 classroom materials and PreK–3 parent education with the SEAL pedagogical practices.

Also, at the site-level, the SEAL Coach-Facilitator works closely with the district and site leadership and with the SEAL team to: understand the culture, practices, strengths and needs of the school site and tailors SEAL implementation to be maximally effective for each site. SEAL Coach-Facilitators support teacher implementation of EL research-based classroom practices. They extend SEAL teachers’ professional learning, facilitate unit development, conduct classroom observation, and provide demonstration lessons. SEAL Coach-Facilitators attend professional learning sessions alongside their classroom teachers. Additionally, SEAL Coach-Facilitators attend statewide SEAL network trainings that provide professional learning on the foundations of the SEAL model, implementation considerations, tools for site-based support and reflection, and other information on current initiatives and policies related to EL teaching and learning. The SEAL Coach-Facilitator plays an integral role in the site-level implementation of the SEAL Model.

All SEAL stakeholders—leaders and non-leaders alike, are expected to self-evaluate and reflect on their implementation practices and engage in data-based improvement cycles as they work towards the goal of sustainability of the SEAL Model. To facilitate this, CEEL developed a SEAL Depth of Implementation (DOI) Tool.

Depth of Implementation Tool

The SEAL Depth of Implementation (DOI) Tool is intended for all stakeholders to reflect on and record evidence for levels of implementation of the SEAL Model. The SEAL DOI Tool is organized along six areas.

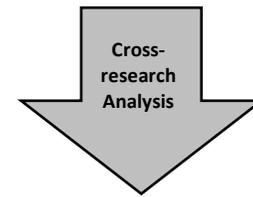
The DOI Tool allows stakeholders to rate the areas along four levels of implementation ranging from Not Implementing to Sustainability. The goal of the SEAL Model implementation is to attain sustainability. Sustainability in the DOI Tool is defined as: a school or district where stakeholders can explain and advocate for the SEAL Model, its research base, and implementation strategy. Additionally, it is expected that the SEAL Model is maintained over time with sufficient fidelity, and that leadership and stakeholders plan for and address staff turnover. Policies support sustainability of the SEAL Model, including governance and resources (human, fiscal), and the SEAL Model is adaptable to the shifting ecology of the district/school, while maintaining fidelity to the model. See Section 2 – Appendix A for the full DOI Tool.

SEAL DOI Tool Areas

- Area 1:** Leadership
- Area 2:** Professional Learning
- Area 3:** Curriculum
- Area 4:** Instruction
- Area 5:** Environment
- Area 6:** Family Partnerships

With leadership as an integral area of the DOI Tool; it is bifurcated into two areas: Area 1A – District Level, and Area 1B – Site Level—each with three indicators of sustainability that are parallel between levels as shown in Figure 2 below. As mentioned above, Area 1B was selected as the focal area for cross-research analyses given the robust data sources obtained by the CEEL and the Wexford evaluation teams, allowing the SEAL Research and Evaluation Advisory an opportunity to investigate perspectives specific to site-level systems and implementation.

Figure 2:
SEAL Depth of Implementation Tool – Area 1 Leadership



AREA 1A – LEADERSHIP: District-Level Systems		AREA 1B – LEADERSHIP: Site-Level Systems	
Description of Indicators	DOI Indicator	DOI Indicator	Description of Indicators
District policies and decisions take into consideration SEAL values, goals, and principles across schools.	1.1	1.4	School policies and decisions take into consideration SEAL values, goals, and principles .
Articulation, continuity and coherence exists between SEAL and other initiatives, programs/key services, and resources across all sites, including preschool through grade three and articulation to grades four and five.	1.2	1.5	Site leadership articulates, and sustains coherence between SEAL and other initiatives, programs/key services, and resources across preschool through grade three classrooms.
Shared ownership exists between district office staff, principal, and coach/facilitator to work effectively together to support and lead SEAL implementation.	1.3	1.6	Intentional site planning ensures sustainability and refinement in order to understand/assess the impact of SEAL practices.

Figure 2 serves to draw parallels between indicator 1.1 and indicator 1.4—both seek policies and decisions that consider SEAL values, goals, and principles. Similarly, indicator 1.2 and indicator 1.5 are about coherence between SEAL and other initiatives within their respective levels. Indicator 1.6 calls for assessment of the impact of SEAL practices at the school-level and indicator 1.3 sets the expectation, at the district-level, for support of this work. The findings presented later in this brief are organized around the site level indicators in the DOI Tool that illuminate the perspectives of leaders who are responsible for the implementation of the SEAL Model. For further insight on district and site-level leader perspectives, refer to Section 2, Briefs 1–4).

Part Two: Methods and Study Participants

Methods

Five surveys, developed independently by CEEL and Wexford, allowed for a mixed-methods approach to the research question above. During the survey development phase, items were intentionally aligned to the SEAL DOI Tool (see Section 2 – Appendix F, H, J, L, and N for survey instruments). At the inception of this cross-research analysis, CEEL and Wexford evaluation team members identified survey items that were the same or very similar in both the CEEL Coach-Facilitators Survey and the Wexford Institute Principal and District Leader Surveys. The teams then created an extensive data file that grouped and analyzed data collected from survey items that specifically related to the three DOI Area 1B indicators identified in Figure 2 above. Later, Wexford created and conducted the Principal and District Leader Implementation and Sustainability Surveys, aligned with the earlier surveys. Data from these subsequent surveys were added to the data file. Quantitative results across similar item types were compared by role-type. Next, qualitative data were analyzed to uplift

corresponding leader voices. Figure 3 provides a visual representation of the overall process, followed by steps further detailing cross-analysis procedures.

The CEEL and Wexford teams engaged in several steps to enact the cross-research analyses processes. These are delineated here:

Step 1: Conducted a cross-research analysis to identify data collected by each organization related to SEAL site-level leadership Indicators as identified in AREA 1B of the DOI Indicators 1.4, 1.5, and 1.6 (see Figure 2 above).

Step 2: Through the cross-research analysis, identified the following five instruments that provided data related to site-level leadership DOI Indicators 1.4, 1.5 and 1.6:

- a. *CEEL Coach-Facilitator Survey (Spring 2017 and Spring 2018)*: The LMU-CEEL research team developed the SEAL Coach-Facilitator Survey (see Section 2 – Appendix N). It consists of 34 predominantly close-ended items plus four open-ended items organized into three sections: (1) demographic data; (2) SEAL Coach-Facilitator role, coaching culture, and support; and (3) effect on implementation of SEAL Model and practices.
- b. *Wexford Principal Survey (Spring 2018)*: In consultation with the SEAL Leadership Team and the LMU-CEEL research team, Wexford Institute developed the SEAL Principal Surveys (see Section 2 – Appendix F) in alignment with the DOI, to, among other things, gain the perspectives of Principals as to the implementation of SEAL at the schools for which they were Principal.
- c. *Wexford District Leader Survey (Spring 2018)*: Similarly, this survey (see Section 2 – Appendix H) was developed to gain the perspectives of District Leaders as to the implementation of the SEAL Model at the SEAL schools in their district.
- d. *Wexford Principal Implementation and Sustainability Survey (Fall 2019)*: This survey (see Section 2 – Appendix J) used some of the same questions as the Spring 2018 Principal Survey to gain the Principals' perceptions as to the implementation *and sustainability* of the SEAL Model at the schools for which they were Principal.
- e. *Wexford District Leader Implementation and Sustainability Survey (Fall 2019)*: Similarly, this survey (see Section 2 – Appendix L) was developed to gain the perspectives of District Leaders as to the implementation *and sustainability* of the SEAL Model at their district SEAL schools.

Note that the data collection was conducted over a period of two and one-half years. The Coach-Facilitator Survey was administered in Spring 2017 and Spring 2018. The Principal and District Leader Surveys were administered in Spring of 2018 and Fall of 2019.

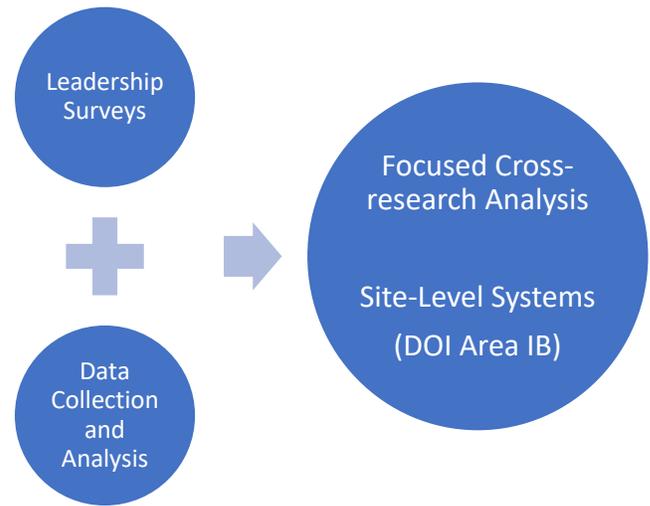


Figure 3
Visual of LMU-CEEL and Wexford Cross-Research Efforts that intersect at DO Area 1B, Site-Level Systems

Step 3: Grouped the data from the five surveys around each of the site-level leadership DOI indicators (1.4, 1.5, and 1.6). Conducted cross-data comparison of quantitative results by role-type (district leaders, principal, coach-facilitator). Conducted a content check verification to ensure that grouped data mapped onto the elements of each of the DOI indicated. Retained relevant items for final analyses.

Step 4: Analyzed previously coded qualitative data relevant to DOI Indicators 1.4, 1.5, and 1.6 to uplift corresponding leader voices.

Participants

Administrators/staff in schools where SEAL had been implemented for three or more years were invited to participate in the various surveys. Participants were either district leaders, site-leaders/principals, or coach-facilitators. See Figure 4 for more information.

Spring 2017 and 2018 Coach-Facilitator Survey

A total of 43 surveys were collected from spring 2017 (n=22) and spring 2018 (n=21) yielding a 96% completion rate based on information provided by the SEAL Leadership Team. SEAL coach-facilitators who supported site-level implementation in schools where SEAL had been implemented for three or more years were invited to participate in the survey.

Spring 2018 District Leader and Principal Survey

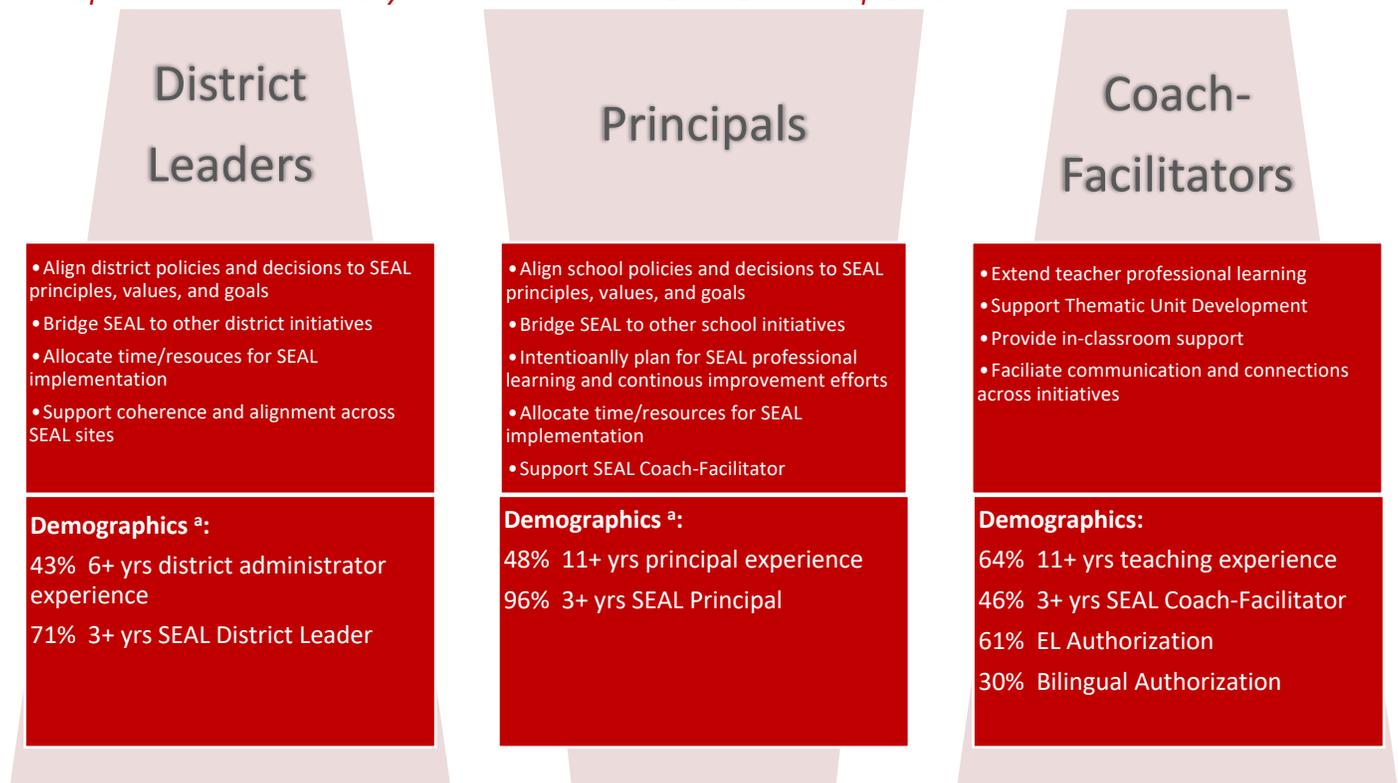
A total of 15 (of 16) District Leader Survey responses were collected, yielding a 96% completion rate based on information provided by the SEAL Leadership Team. Of 67 possible respondents, the Principal Survey collected 34 responses (51% completion rate). SEAL district leaders and school principals, whose district or school participated in the SEAL Replication Model for three or more years, were administered the survey in June 2018. Survey respondents represented schools/districts that joined SEAL before 2013-14 through 2014-15, including one district leader whose district began participating in SEAL in 2015-16.

Fall 2019 District Leader and Principal Implementation and Sustainability Surveys

A total of 14 district leader responses were collected on the District Implementation and Sustainability Survey. These 14 respondents represented 9 of the 11 districts, yielding an 82% completion rate. Respondents were current district leaders in districts whose schools were part of the SEAL Model Replication, in Cohorts 1 (implementation beginning 2013-14), 2 (implementation beginning 2014-15), or 3 (implementation beginning 2015-16). A total of 23 (out of a possible 63) principal responses were collected on the Principal Implementation and Sustainability Survey, yielding a 37% completion rate. Respondents were current principals whose schools were in Cohort 1, 2, or 3 of the SEAL Replication Model. There may have been different participants in the fall 2019 survey versus the 2018 survey due to changes in district and site-level leadership across years, and because even personnel who remained in the same positions may not have all responded to both surveys.

Figure 4

Participants across Five Surveys that Collected Site-Level Leadership Data



^a Demographics based on Sustainability survey results.

Part Three: Survey Findings about Site-Level Leadership

Findings from the five surveys showed some differences within role types that may be attributed to the timing of the survey administration. Due to changes in district and site-level leadership over the years, the following data summaries include the data from the Coach-Facilitator Survey, the 2019 District Leader Implementation and Sustainability Survey, and the 2019 Principal Implementation and Sustainability Survey. Data from the 2018 District Leader Survey and the 2018 Principal Survey were used if relevant items were not included in the 2019 surveys. For findings from across all five surveys, see Section 2 – Appendix P.

Findings from Data Related to DOI AREA 1B – SEAL Values, Goals and Principles

Indicator 1.4 School policies and decisions take into consideration SEAL values, goals, and principles.

Data from the surveys were grouped, by role type, around two types of survey items related to **Indicator 1.4**:

- Perceptions about SEAL values, goals, and principles
- Collaboration

Table 1 below provides a summary of the data aligned to Indicator 1.4. See Section 2 – Appendix P for additional findings.

Table 1**Summary of SEAL Leader Perspectives related to Indicator 1.4**

Item Type	District Leaders	Principals	Coach-Facilitators
Perceptions of SEAL Values, Goals and Principles	43% of all of our schools have SEAL values, goals, and principles reflected in SEAL schools/classrooms ^a	96% agree or strongly agree that school policies and decisions reflect SEAL values, and/or goals	94% feel SEAL model, vision, goals, and research base are helpful/very helpful
Collaboration	93% agree or strongly agree that SEAL principals and coach-facilitators work with other district staff and myself to lead and support SEAL implementation	95% agree or strongly agree that SEAL principals and coach-facilitators work with other district staff and myself to lead and support SEAL implementation and sustainability	45% participate in discussions about coherence and alignment of SEAL and other site and district-level initiatives 1-2/month (35%); 1-2/week (10%); 1-2/reporting period (26%); 1-2/year (23%); Never (6%)

^a Responses are from the 2018 District Leader and Principal Survey. At the request of SEAL leadership, this item was not included in the 2019 Sustainability survey.

Principals and coach-facilitators report high levels of agreement that school policies and decisions take SEAL values, goals, and principals into consideration or are helpful to them. District leaders in the 2018 survey have a lower level of agreement. District leaders and principals have high levels of agreement with statements about collaborating across levels to ensure alignment (93% and 95%). However, these perceptions do not align with the frequency of this collaboration reported by coach-facilitators (45% participate in discussions about coherence and alignment 1-2 times per month or more and 55% participate less frequently).

Qualitative data indicate that district leaders expressed concern about the cost and sustainability of the SEAL model and its cross-level collaboration. Principals and coach-facilitators offered specific examples of how policies and decisions are made regarding school programs and initiatives that align with the SEAL Model—a positive indicator for the adaptability of the SEAL Model itself and simultaneously supportive of district leader concerns.

Leadership Voices – Representative Quotes

District Leaders

“We need resources to sustain coaching and release time. SEAL is an expensive model well worth the funding but in districts with declining enrollment, cuts need to be made.”

“From the District perspective, there is inconsistency when it comes to implementation levels by the site as well as principal support for sustainability. This has to do with the school site administrator’s familiarity and knowledge of the SEAL framework. We are planning to hold principal sessions for sustainability support. Also, SEAL coaches are meeting with principals to provide coaching and/or PD for TK-3 teachers. For new principals, the SEAL coach-facilitator will provide an in-person PD.”

Principals

“Our site plans for sustainability by planning unit development days in advance, and revisiting SEAL principles and practices during staff meetings.”

“We have been intentional as we develop plans to have a greater school focus on STEM and ensure that this program change enhances our SEAL implementation.”

Coach-Facilitators

“SEAL and ICLE [International Center for Leadership] are becoming aligned at our site because teachers and I have worked together to ensure that rigorous, relevant questioning is a part of our units and we have shared that information with our principal. Coaches have helped with this alignment too at UDDs.”

“We have just adopted a new language arts program this month and will be looking through the materials to see how we can align the materials we will have to our existing units. The new adoption will present a challenge, but it is kind of exciting to see how everything will fit together. In the past, we have used district grade level blue prints for language arts, Thinking Maps, and Creative Curriculum to inform our units.”

Findings Related to DOI AREA 1B – SEAL Model Articulation and Coherence

Indicator 1.5 Site leadership articulates, and sustains coherence between SEAL and other initiatives, programs/key services, and resources across preschool through grade three classrooms.

Data from the surveys were grouped, by role type, around two types of survey items related to Indicator 1.5:

- Perceptions of coherence between SEAL and other initiatives/services/resources across PreK–3rd grade classrooms
- Centering SEAL in decision-making processes

Table 2 below provides a summary of the data aligned to Indicator 1.5. See Section 2 – Appendix P for additional findings.

Table 2**Summary of SEAL Leader Perspectives related to Indicator 1.5**

Item Type	District Leaders	Principals	Coach-Facilitators
Levels of Coherence and Alignment between SEAL and other initiatives/services/resources PreK–3 rd grade	86% agree or strongly agree there is coherence and coordination between SEAL and other initiatives, key services, and resources across TK–3 rd grade classrooms	70% agree or strongly agree there is coherence and coordination between SEAL and other initiatives, key services, and resources across TK–3 rd grade classrooms	70% feel increased coherence between SEAL and other initiatives, key services, and resources across PreK–3 rd grade classrooms are effective or highly effective
Centering SEAL in decision-making process	64% of all of our schools consider the SEAL Model when new initiatives are brought into our school, to establish coherence and alignment ^a	79% agree or strongly agree the SEAL Model is considered when new initiatives are brought into our school, to establish coherence and alignment ^a	67% feel participating in discussions about coherence and alignment of SEAL and other site and district-level initiatives/professional development is effective or highly effective

^a Responses are from the 2018 District Leader and Principal Survey. At the request of SEAL leadership, this item was not included in the 2019 Sustainability survey.

Overall, district leaders, principals, and coach-facilitators report high levels of agreement with statements about the presence of coherence, alignment, and centering of SEAL to PreK–3rd grade school initiatives/services/resources; district leaders have the highest level of agreement.

Coach-facilitators were asked about their perceptions about the effectiveness of participating in discussions about coherence and alignment. Although district leaders and principals agree that SEAL is considered in the decision-making process, only 67% of SEAL coach-facilitators felt effective in their discussions. Coach-facilitators described some of their struggles in aligning SEAL to other initiatives/services/resources below.

Leadership Voices – Representative Quotes

Coach-Facilitators

“My site has a lot going on. For the most part, initiatives are aligned and everyone and everything works well together. It is the time and depth that each initiative requires of each of the stakeholders that gets tricky.”

“We are beginning to see alignment. One of the roadblocks is that many teachers needed to be trained in all the different initiatives first before they could begin to see how things could be integrated. I'm hoping that next year we will begin to see this happen more.”

“There needs to be discussions with all Teachers on Special Assignments to support all initiatives. Principals need to be held accountable for implementation and then teachers as well.”

Findings Related to DOI AREA 1B – Intentional Sustainability and Refinement

Indicator 1.6 Intentional site planning ensures sustainability and refinement in order to understand/assess the impact of SEAL practices

Data from the three surveys were grouped, by role type, around three types of survey items related to Indicator 1.6:

- Intentional planning
- Use of DOI/Data Analysis
- Levels of implementation of the SEAL Model

Table 3 below provides a summary of the data aligned to Indicator 1.5. See Section 2 – Appendix P for additional findings.

Table 3

Summary of SEAL Leader Perspectives related to Indicator 1.6

Item Type	District Leaders	Principals	Coach Facilitators
Intentional Planning	64% agree or strongly agree their schools have increased collaboration and intentional planning between district and site leaders, based on the SEAL design	83% agree or strongly agree their schools have increased collaboration and intentional planning between district and site leaders, based on the SEAL design	90% rate themselves as effective or highly effective as a SEAL Coach-Facilitator to significantly impact increased collaboration and intentional planning based on the SEAL Model
Use of DOI/Data Analysis	50% agree or strongly agree that the Depth of Implementation tool is used to gather data about SEAL implementation and inform continuous improvement and sustainability	39% agree or strongly agree that the Depth of Implementation tool is used to gather data about SEAL implementation and inform continuous improvement and sustainability	22% facilitate and support data analysis (to support SEAL Implementation) 1-2/month – 1-2/week
Levels of Implementation	86% agree or strongly agree that they have seen high levels of implementation of the SEAL Model at their schools	83% agree or strongly agree that they have seen high levels of implementation of the SEAL Model at their schools	72% rate their impact as effective or highly effective for ensuring high levels of implementation of the SEAL Model

There was a high level of agreement between district leaders and principals that they had seen high levels of implementation of the SEAL Model at their schools, and coach-facilitators indicated their impact was effective for ensuring high levels of implementation. Coach-Facilitators felt more effective in intentional planning time and collaboration than in levels of implementation to support sustainability and refinement. Furthermore, across role types, there were low levels of use of data to assess the impact of SEAL practices either through the use of the DOI or at the classroom-level.

Part Four: Summary of Findings and Implications

The findings delineated in this research and evaluation brief highlight leader perspectives on the depth of implementation for Area 1B of the SEAL DOI Tool. There were high levels of agreement for some areas related to Indicator 1.4 – SEAL Values, Goals, and Principals, 1.5 – Articulation and Coherence, and 1.6 – Intentional Sustainability and Refinement. Overall, results appear to indicate that perceptions of sustainability and refinement vary by role, frequency, and effectiveness. At the site-level, coach-facilitators indicated lower ratings for collaboration to enact these, including discussion around decision-making. Across role types, there were low levels of use of the DOI or classroom data to analyze the impact of SEAL practices for refinement and sustainability. The following presents a summary of findings by indicators:

Results Related to DOI AREA 1B – 1.4 SEAL Values, Goals, and Principles

- Role types closest to classroom implementation have higher levels of agreement about school policies and decisions taking SEAL values and goals into consideration.
- District leads and principals have high levels of agreement regarding statements about their cross-level collaboration leading to site-level decision-making.
- Less than half (45%) of SEAL coach-facilitators participate in discussions about coherence and alignment of SEAL and other site and district-level initiatives 1–2 times per month or more frequently.

Results Related to DOI AREA 1B – 1.5 Articulation and Coherence

- Overall, district leaders, principals, and coach-facilitators report high levels of agreement with statements about the presence of coherence, alignment, and centering of SEAL to PreK–3rd grade school initiatives/services/resources; district leaders have the highest level of agreement.
- Although district leaders and principals agree that SEAL is considered in the decision-making process, only 67% of SEAL coach-facilitators feel effective in their discussions about articulation and coherence.

Results Related to DOI AREA 1B – 1.6 Intentional Sustainability and Refinement

- District leaders and principals agree that they see high levels of implementation of the SEAL Model at their schools; coach-facilitators indicated their impact was effective for ensuring high levels of implementation.
- Coach-Facilitators felt more effective in intentional planning time and collaboration than in levels of implementation to support sustainability and refinement although only 22% of coaches facilitate and support data analysis to support implementation.
- Across role types there were low levels of use of the DOI or classroom data to analyze the impact of SEAL practices.

Implications about Site-Level Leadership based on Survey Responses

Our analysis of site-leader perspectives points to implications for replication at both the systems level as well as for particular role types. Short- and mid-term outcomes as outlined in the SEAL Logic Model include infrastructure and capacity development to regularly monitor SEAL Implementation at the site level.

District-level and Site-level Leaders:

- Emphasize SEAL values, goals, and principles in district-wide ongoing professional learning to support principals who indicated the need to have additional professional development and planning opportunities with other principals.

- Create intentional and consistent spaces for district and site-level leaders to refresh their focus on SEAL, and to clarify and agree upon what the Consistent and Sustainability Levels mean in terms of classroom practices and related policies.
- Coordinate cross-district articulation and support for SEAL site-level leaders. Given that more than half of principals indicated their schools were at a level of Consistent Implementation (57%) or Sustainability (4%), exemplar practices from schools at these levels can be uplifted.
- Use the SEAL DOI Tool district-wide to document evidence for principals who rated their schools at the Consistent Implementation Level, given they seemed to have greater clarity about what consistent implementation of SEAL looks like in classrooms, and the type of teacher collaboration that supports that.
- Schedule and plan more consistent opportunities for coach-facilitators to collaborate with site and district leaders to engage in decision-making processes that support the implementation of the SEAL Model.

SEAL Management (Project-wide Leaders):

- Identify benchmarks during the SEAL professional learning cycles to introduce and use the SEAL DOI Tool for all leadership roles—district leader, site principals, and coach-facilitators:
 - To create a sense of ownership and confidence among district and school staff in identifying perceived levels of system-wide implementation.
 - To engage in dialogue around increasing levels of implementation to achieve sustainability.
- Use the SEAL Logic Model to refine and support decision-making processes at the project level that impact district and site-level leader roles and responsibilities.
- Use the information from coach-facilitators, principals, and district leaders related to implementing SEAL at a Consistent Level to support the determination of fidelity measures related to the DOI areas, to enable future research and evaluation studies that take into account levels of fidelity.
- Document site-level profiles that exemplify practices that contribute to sustainable levels of implementation.

This brief is based on the 4-Year External Research and Evaluation Study conducted by the Center for Equity for English Learners at Loyola Marymount University and Wexford Institute for the Sobrato Family Foundation.



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