# FLAMINGO LITERACY MATRIX

# 2021-2022
# Evaluation Report

**Executive Summary**

Launched in 2018, Flamingo Literacy Matrix is an online professional development system that builds educators' knowledge of how to implement research-supported and evidence-based reading instruction. Flamingo Literacy Matrix also includes targeted strategies to help educators support students who are not yet meeting grade-level expectations, students who are learning English, and students who have dyslexia.

Flamingo Literacy Matrix is organized into six interactive courses:
- Big Picture (Overview)
- Competency 1 (Foundations of Reading)
- Competency 2 (Instructional Practices)
- Competency 3 (Assessment of Reading)
- Competency 4 (Intervention)
- Competency 5 (Demonstration of Accomplishment)

Educators have repeated opportunities to apply research-based strategies and demonstrate evidence of their learning. For the 2021-2022 cohort, K-12 educators in all Florida school districts were invited to enroll in Flamingo Literacy Matrix.

> **Of the 2,073 enrolled educators in the 2021-2022 cohort, 1,142 (55%) completed the Big Picture and 834 (40%) completed one or more competencies.**

Some educators who were enrolled in Flamingo Literacy Matrix in the 2020-2021 cohort completed Flamingo Literacy Matrix during the 2021-2022 academic year. As of August 31, 2022, hundreds of educators in both the 2020-2021 and 2021-2022 cohorts completed Flamingo Literacy Matrix.

> **Nearly 1,500 enrolled educators (1,162 from the 2020-2021 cohort and 264 from the 2021-2022 cohort) completed the necessary competencies in Flamingo Literacy Matrix, making them eligible to earn Florida's Reading Endorsement.**

Educators in Flamingo Literacy Matrix complete pre- and post-assessments in the Big Picture and Competencies 1-4, reflecting their understanding of reading content and instructional practice.

> **Across competencies, educators in the 2021-2022 cohort made over 76% growth, with effect sizes averaging above 3.0.**

Educators were required to meet 80% mastery on each post-assessment. For the 2021-2022 cohort, very few educators initially displayed mastery of Flamingo Literacy Matrix content, but nearly all educators displayed mastery after completing Flamingo Literacy Matrix.

**At pre-assessment, less than 2% of educators in the 2021-2022 cohort displayed mastery, whereas at post-assessment, over 99% of educators displayed mastery.**

This report describes Flamingo Literacy Matrix, the educators who enrolled in Flamingo Literacy Matrix in 2021-2022, and their growth in reading content and instructional practice knowledge and perceptions of Flamingo Literacy Matrix. In addition, this report includes completion data from both the 2020-2021 and 2021-2022 cohorts, describing how many educators during these two pivotal years have received Florida's Reading Endorsement from Flamingo Literacy Matrix.

## About the Flamingo Literacy Matrix

### OVERVIEW

Approved by Just Read, Florida! as a way to earn Reading Endorsement, Flamingo Literacy Matrix is a competency-based online professional development tool for educators to learn foundational knowledge and skills for effective reading instruction. Flamingo Literacy Matrix was developed using philanthropic dollars from the James Patterson Foundation, Florida Education Foundation, and Helios Education Foundation.

> Flamingo Literacy Matrix is designed to increase the capacity of individual educators to teach reading effectively, diagnose reading problems, and intervene appropriately using evidence-based methods.

### BACKGROUND

In 2017, Florida passed legislation requiring the state educational agency to partner with the state university system to develop and deliver an online professional development system that would meet state reading endorsement requirements and improve educator reading instruction and student outcomes. University of Florida (UF) faculty and staff developed Flamingo Literacy Matrix to provide professional development focused on evidence-based reading instruction, assessment, and intervention strategies.

Flamingo Literacy Matrix was created as an asynchronous online series of literacy professional development courses and is housed within the proprietary Flamingo Learning Management System created by UF Lastinger Center. Despite its asynchronous nature, educators receive feedback and support from a literacy expert known as a "Navigator," who guides educators through Flamingo Literacy Matrix.

> I thoroughly enjoyed learning new skills. This will be my first year as a teacher and I am excited!

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## CONTENT

Content within Flamingo Literacy Matrix includes foundational and theoretical knowledge of literacy, specific domains of literacy, and how to integrate and apply content across literacy domains.

**The six content domains are**
- phonological awareness
- early decoding
- advanced decoding
- fluency
- vocabulary
- comprehension

These domains correspond to areas identified by National Reading Panel (2000) and continued research (Castles et al., 2018; García & Cain, 2014; Goodwin & Ahn, 2010, 2013; Marulis & Neuman, 2010; Okkinga et al., 2018; Suggate, 2016; Stevens et al., 2017) as essential for instruction.

Educators relate content to their professional experiences by completing Try-It-Outs and reflection assignments during the Big Picture and Competencies 1-4 and by completing practicum activities in Competency 5.

The three-part practicum in Competency 5 provides opportunities for educators to demonstrate mastery of content and skills taught within Flamingo Literacy Matrix in applied settings.

In Parts 1 and 2, educators engage in case study practica with sample assessment data from hypothetical classrooms. Educators review data to determine instructional need, plan appropriate instruction for selected students, view sample lessons to identify evidence-based practices, examine sample post-data, and reflect on the students' growth and their own learning.

In Part 3, educators assess a group of students, ideally from their own classroom. Educators use pre-assessment data to group students by instructional needs, and then plan and implement appropriate instruction. Educators also analyze a video of their instruction which they then submit for personalized feedback. Finally, educators administer post-assessments to their students, analyzing the data to reflect on the students' growth. Educators also reflect on their own learning by evaluating their own practice.

It is an excellent, user-friendly professional development platform. I learned a lot and will apply all my knowledge into my classroom and curriculum.

## ORGANIZATION AND ASSESSMENT OF FLAMINGO LITERACY MATRIX IN 2020-2021

During the 2021-2022 academic year, UF Lastinger Center received funding from the Florida Department of Education (FDOE) to provide Flamingo Literacy Matrix to educators across Florida. In the prior year, Flamingo Literacy Matrix had been reconfigured to use a new structure, whereby course content was organized according to Florida's Reading Endorsement competencies (see Figure 1) and no longer by content domains (i.e., phonological awareness, early decoding, advanced decoding, fluency, comprehension, vocabulary).

As part of Flamingo Literacy Matrix, educators take five assessments: Big Picture (Overview), Competency 1 (Foundations of Reading), Competency 2 (Instructional Practices), Competency 3 (Assessment of Reading), and Competency 4 (Intervention). The Big Picture assessment is composed of 20 questions, and the remaining assessments have 25 questions each (120 items total). All questions are multiple choice with four options each.

The items on Flamingo Literacy Matrix assessments are dichotomously scored with a 1 for a correct response and a 0 for an incorrect response. The items test educators' ability to identify correct answers that represent both **content knowledge** (e.g., understanding of the domains of reading) as well as content **pedagogical knowledge** (e.g., understanding application of effective practices during instruction, assessment, and intervention). All assessments evaluate educators' knowledge of considerations for students reading below grade level, students who are learning English, and students with dyslexia.

Educators are required to score 80% or higher to demonstrate mastery in each course, and educators may retake the assessment up to three times. If an educator scores below 80% on a posttest on two retake attempts, their assigned Navigator guides them to review Flamingo Literacy Matrix content and provides support in the areas shown on the posttest to be their particular area(s) of challenge.

**Figure 1. Course Overview**

| Prerequisite | Phonological Awareness | Decoding I | Decoding II | Fluency | Vocabulary | Comprehension |
|---|---|---|---|---|---|---|
| The Big Picture | COMPETENCY 1: FOUNDATIONS OF READING | | | | | |
| | COMPETENCY 2: INSTRUCTIONAL PRACTICES | | | | | |
| | COMPETENCY 3: ASSESSMENT OF READING | | | | | |
| | COMPETENCY 4: INTERVENTION | | | | | |
| | COMPETENCY 5: DEMONSTRATION OF ACCOMPLISHMENT | | | | | |

To be granted **reading endorsement** through Flamingo Literacy Matrix, educators must complete 320 coursework hours, pass the five knowledge and practice assessments displaying a minimum of 80% mastery, and complete the final practicum to a level of mastery to demonstrate accomplishment. Florida educators who have previously completed coursework towards their Reading Endorsement are able to create a personalized path through Flamingo Literacy Matrix, in which they complete only the competencies they are missing. However, all educators must complete the Big Picture.

Since 2017, more than **5,000** educators have participated in Flamingo Literacy Matrix reaching over an estimated **100,000** students annually.

## EVIDENCE OF PROMISE OF FLAMINGO LITERACY MATRIX

In its early development, teachers at UF's P.K. Yonge Developmental Research School received in-person professional development on the content that was later incorporated into Flamingo Literacy Matrix. Over two years, the school saw the percentage of students at or above proficient on the state's third grade literacy assessment **improve by 13 points** (from 72% to 85%). More recently, teachers in four districts in South Carolina received professional development to apply Flamingo Literacy Matrix content and strategies into their reading instruction. Students reading below grade level **made 1.1 years of reading growth**, whereas the average growth of students reading below grade level and not receiving Flamingo Literacy Matrix instruction was just 0.5 years of growth. In a summer reading camp for 215 third grade students at risk of retention due to low reading proficiency, teachers in Charleston County, SC received professional development to apply Flamingo Literacy Matrix content and strategies.

> **After a five-week summer camp, 71% of the students met the benchmark for promotion, showing an average increase of 9 points, from 268 to 277, on the MAP test.**

The asynchronous online version of Flamingo Literacy Matrix was developed and then piloted during 2018-2019 (*N* = 85 educators) and 2019-2020 (*N* = 331 educators) school years. A reorganization of Flamingo Literacy Matrix to focus on the progression of implementation across domains was used in 2020-2021 (*N* = 3,497). External evaluations of Flamingo Literacy Matrix have consistently found significant increases in educator knowledge after participating in Flamingo Literacy Matrix (Bratsch-Hines & Zgourou, 2020; Soliday Hong & Yazejian, 2021).

> **In prior years, educators in Flamingo Literacy Matrix have consistently showed gains of 80% or higher in reading knowledge and practice.**

> I think everything I am learning is an eye-opening experience. Everything is laid out with specific and guided activities accompanied with examples that are easy to understand. I absolutely love this course and again, I think it should be mandatory for all teachers.

In the pilot version of Flamingo Literacy Matrix in 2019-2020, the largest effects were noted for domain items measuring vocabulary ($d$ = 3.99) and comprehension ($d$ = 3.27). The second iteration in 2020-2021 organized around the progression of content learning and application across domains, showing large overall effects and the highest in Competency 1, or Foundations of Reading ($d$ = 3.76).

Educators who participated in 2019-2020 and 2020-2021 reported positive experiences when engaging with Flamingo Literacy Matrix. Responses averaged between 4 (agree) and 5 (strongly agree) when asked about their positive experiences with Flamingo Literacy Matrix. Educators strongly agreed that the content is important for beginning readers, that they would recommend Flamingo Literacy Matrix to other educators, that they learned new teaching strategies and new content, and that the professional development would be useful to them in their role.
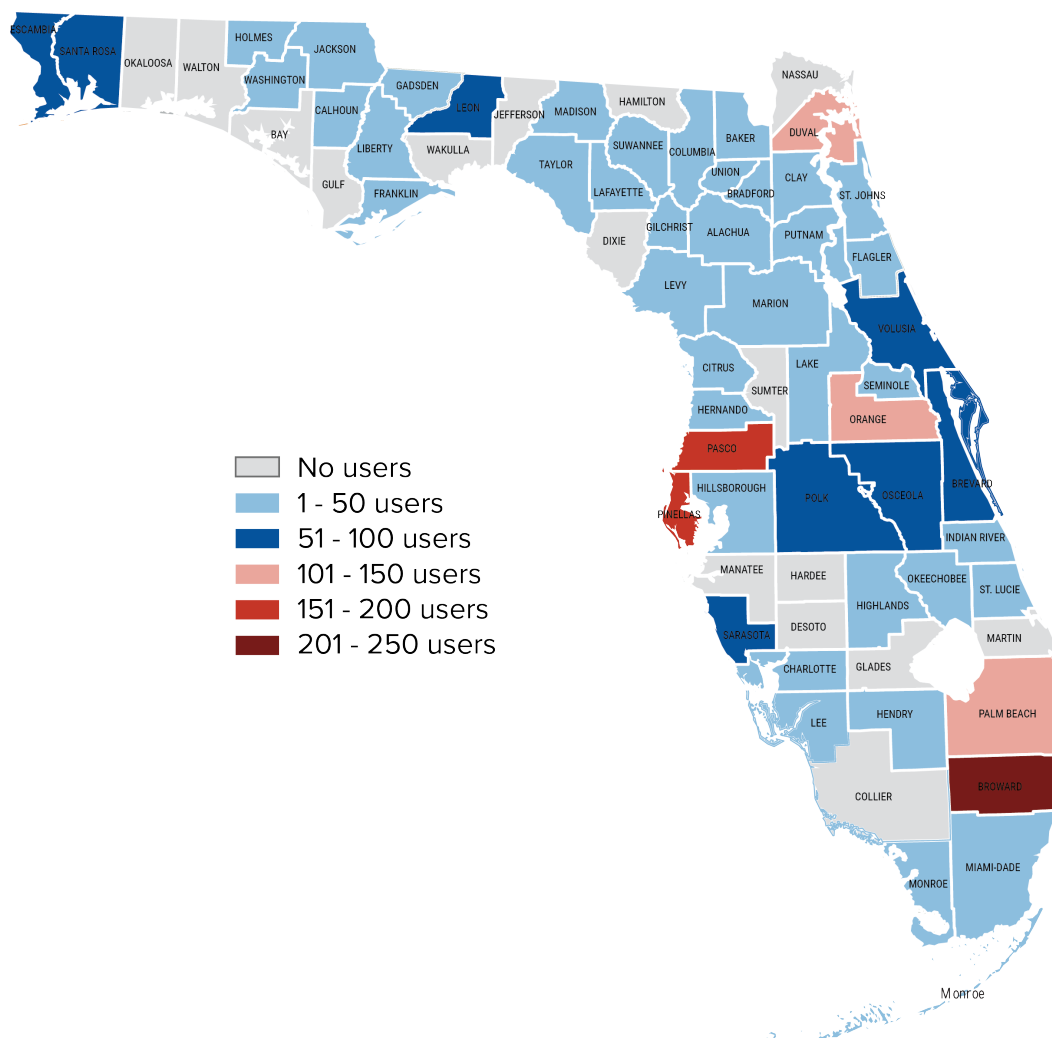
## Information about Educators

The 2021-2022 cohort of educators completed surveys detailing their background and qualifications prior to engaging with Flamingo Literacy Matrix. The 2,073 educators enrolled in Flamingo Literacy Matrix in the 2021-2022 school year reported being employed in 51 of 67 Florida counties (see Figure 2).

Demographically, most educators were female (90%). Of the educators reporting their race and ethnicity, 19% were Black, 9% were Latino/a, 66% were White, and 6% (combined) indicated American Indian/Native American, Asian, or two or more races.

### Figure 2. Flamingo Literacy Matrix Users



Legend:
- No users
- 1 - 50 users
- 51 - 100 users
- 101 - 150 users
- 151 - 200 users
- 201 - 250 users

# FLAMINGO LITERACY MATRIX

## Educator Stats
*N*=2,073

### 95%
**Held a Teaching License**
Nearly all educators held a teaching license.

### 69%
**Certified in Education**
Nearly all educators held teaching certificates in education.

### 58%
**Went through Traditional Teacher Preparation**
A majority of educators were educated in a traditional teacher preparation program. These educators majored in education at a four-year college.

### 38%
**Had a Master's Degree or Higher**
More than one-third of the educators held a master's or doctoral degree. Almost all of the remainder of the educators held a bachelor's degree.
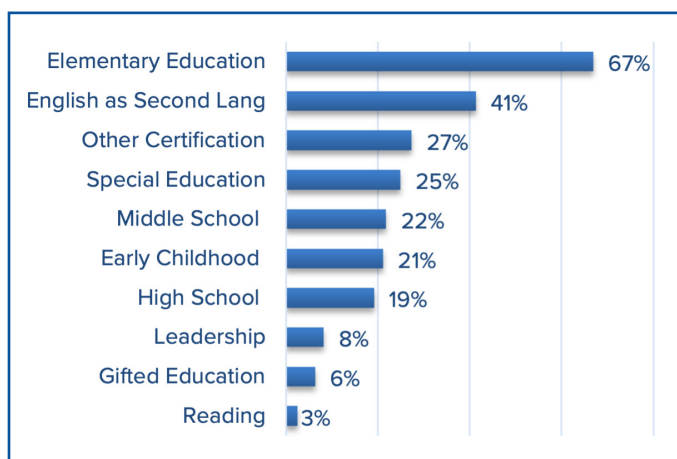
### 3%
**Held Reading Endorsement**
As expected, a very low percentage of educators already held reading endorsement.

> I am grateful to have taken these courses and have a newfound excitement for teaching reading.

Educators in the 2021-2022 cohort had a range of certifications (see Figure 3), with most certified in elementary education (67%), English as a Second Language (41%), other certifications (27%), and special education (25%). Educators reported an average of 27 hours of district-provided reading/literacy professional development in the last 3 years.

**Figure 3. Educator Certification**



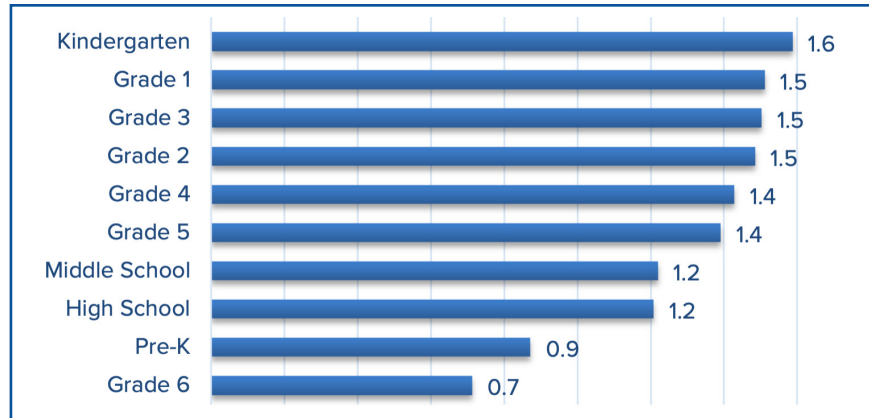| Certification | Percentage |
|---|---|
| Elementary Education | 67% |
| English as Second Lang | 41% |
| Other Certification | 27% |
| Special Education | 25% |
| Middle School | 22% |
| Early Childhood | 21% |
| High School | 19% |
| Leadership | 8% |
| Gifted Education | 6% |
| Reading | 3% |

Roles of participating educators:
- 90% were in a teaching role
- 3% were in a preschool teaching role
- 5% were coaches or administrators

> The implementation videos were a great tool for me. It helped to watch teachers use the strategies prior to me attempting it in my classroom. Thank you for the thorough content.

### Figure 4. Educator Years of Experience

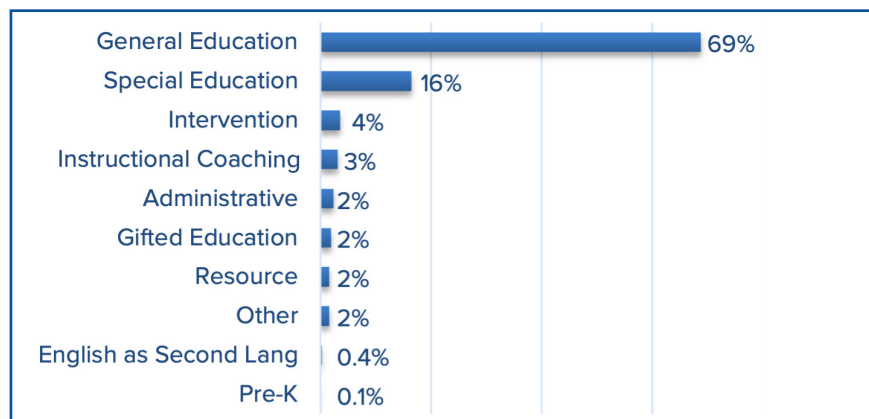| Grade | Years |
|---|---|
| Kindergarten | 1.6 |
| Grade 1 | 1.5 |
| Grade 3 | 1.5 |
| Grade 2 | 1.5 |
| Grade 4 | 1.4 |
| Grade 5 | 1.4 |
| Middle School | 1.2 |
| High School | 1.2 |
| Pre-K | 0.9 |
| Grade 6 | 0.7 |

In 2021-2022, educators reported approximately 1-2 years of grade-level teaching experience (see Figure 4). Educators were most likely to report the highest average number of years in the classroom when teaching Kindergarten.

### Figure 5. Educational Environment

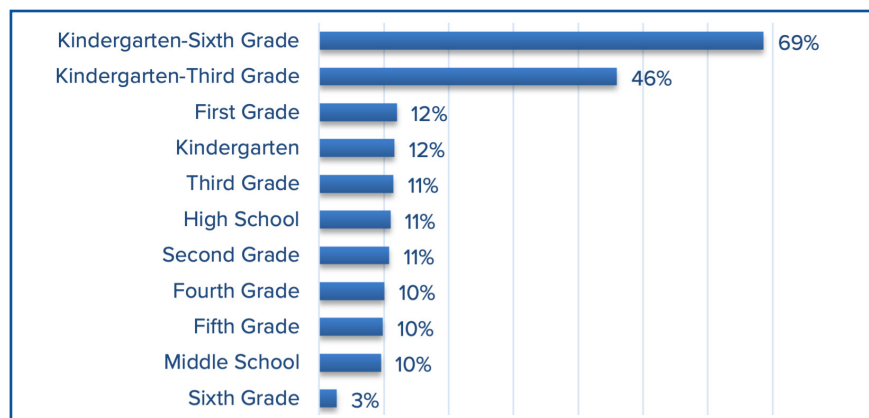| Environment | Percent |
|---|---|
| General Education | 69% |
| Special Education | 16% |
| Intervention | 4% |
| Instructional Coaching | 3% |
| Administrative | 2% |
| Gifted Education | 2% |
| Resource | 2% |
| Other | 2% |
| English as Second Lang | 0.4% |
| Pre-K | 0.1% |

Educators primarily taught in general education classrooms (69%), special education classrooms (16%), and intervention contexts (4%; see Figure 5).

### Figure 6. Educational Environment

| Grade | Percent |
|---|---|
| Kindergarten-Sixth Grade | 69% |
| Kindergarten-Third Grade | 46% |
| First Grade | 12% |
| Kindergarten | 12% |
| Third Grade | 11% |
| High School | 11% |
| Second Grade | 11% |
| Fourth Grade | 10% |
| Fifth Grade | 10% |
| Middle School | 10% |
| Sixth Grade | 3% |

Educators most often reported teaching multiple grades, such as kindergarten through sixth grade (69%) or kindergarten through third grade (46%). Single-grade teachers were distributed throughout grades across the K-12 grade span (see Figure 6).

## Educators' Progress through Flamingo Literacy Matrix

Florida educators who previously completed coursework towards their Reading Endorsement were able to create a personalized path through Flamingo Literacy Matrix, in which they completed only remaining Reading Endorsement requirements. On the educator survey, 40% of educators reported having completed at least one competency prior to enrolling in Flamingo Literacy Matrix. All educators were required to complete the Big Picture (see Figure 7). Most educators completed just one course, although a large number completed five courses (see Figure 8).

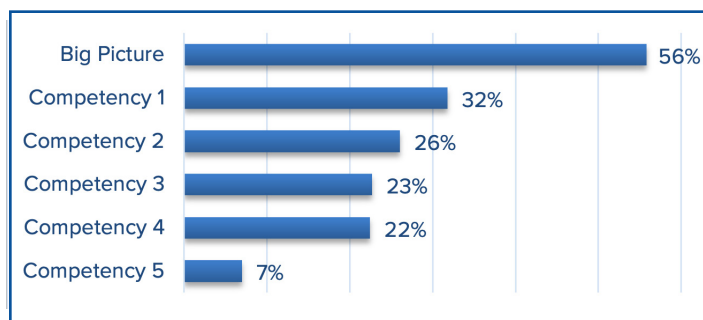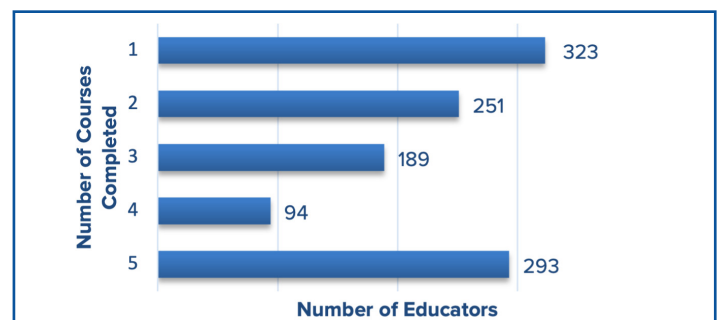**Figure 7: Percentage of Educators Completing Each Course**

| Course | Percentage |
|---|---|
| Big Picture | 56% |
| Competency 1 | 32% |
| Competency 2 | 26% |
| Competency 3 | 23% |
| Competency 4 | 22% |
| Competency 5 | 7% |

**Figure 8: Number of Educators who Completed One or More Courses**

| Number of Courses Completed | Number of Educators |
|---|---|
| 1 | 323 |
| 2 | 251 |
| 3 | 189 |
| 4 | 94 |
| 5 | 293 |

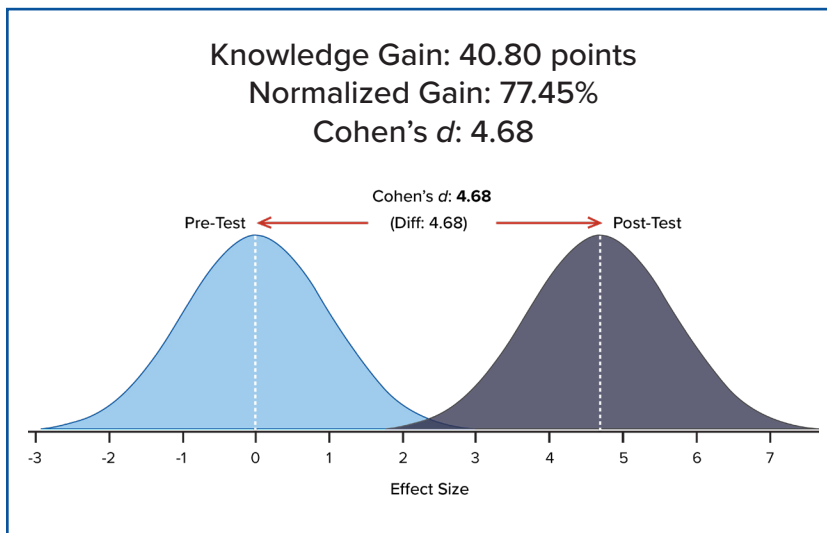For the 2021-2022 cohort, as of August 31, 2022:

- **1,147 educators** (56%) had completed the Big Picture
- **834 educators** (40%) had completed at least one competency
- **195 educators** (7%) had completed Competency 5
- **309 educators** (15%) are currently being supported as they progress through Competency 5

Across both the 2020-2021 cohorts and 2021-2022 cohorts, hundreds of educators completed Flamingo Literacy Matrix.

> **During 2022, 1,426 educators across both the 2020-2021 and 2021-2022 cohorts became eligible for Florida's Reading Endorsement following participation in Flamingo Literacy Matrix.**

## Educator Growth

**Figure 9. Educator Growth**

Knowledge Gain: 40.80 points
Normalized Gain: 77.45%
Cohen's *d*: 4.68

Cohen's *d*: **4.68**
Pre-Test ← (Diff: 4.68) → Post-Test

-3  -2  -1  0  1  2  3  4  5  6  7
Effect Size

Educators in the 2021-2022 cohort who completed the pre-assessment and post-assessment for each course showed large growth. Across the Big Picture and Competencies 1-4, educators' average gain in reading knowledge and practice was 40.80 points, normalized gain (or educators' gains relative to the highest possible gain) was 77.45%, and Cohen's *d* (or effect size) was 4.68 (see Figure 9). Mastery, or the percentage of educators with a score above 80, increased from less than 2% at pre-assessment to 99% of educators at post-assessment (see Table 1 for details by course).

**Table 1. Mastery Statistics by Strand for Educators Completing Pre- and Post-Assessments**

| Course | Pre-assessment | | | | Post-assessment | | | | Effect size |
|---|---|---|---|---|---|---|---|---|---|
| | *n* | *M* | *SD* | %>80 | *n* | *M* | *SD* | %>80 | *d* |
| **Big Picture** | 1,142 | 52.69 | 13.49 | 2.90% | 1,142 | 88.73 | 6.63 | 99.56% | 3.39 |
| **Competency 1** | 650 | 42.31 | 13.20 | 0.46% | 650 | 89.03 | 6.13 | 99.54% | 4.49 |
| **Competency 2** | 530 | 43.41 | 14.04 | 0.94% | 530 | 88.57 | 7.03 | 100.00% | 4.11 |
| **Competency 3** | 463 | 51.66 | 16.43 | 4.53% | 463 | 89.77 | 6.29 | 99.78% | 3.02 |
| **Competency 4** | 458 | 48.11 | 13.91 | 0.01% | 458 | 89.09 | 6.31 | 99.78% | 4.81 |
| **Average across courses** | 2,073 | 47.89 | 11.14 | 1.97% | 1,154 | 88.69 | 5.21 | 99.08% | 4.68 |

**FLAMINGO LITERACY**
**MATRIX**

## Educator Perceptions of Flamingo Literacy Matrix

Educators completed feedback surveys following the Big Picture and each competency (*N* = 1,145 across competencies as of July 31, 2022). They rated various components of Flamingo Literacy Matrix, with the majority (80% or more) responding either "agree" or "strongly agree" that Flamingo Literacy Matrix was useful in terms of printable resources, information, and teaching strategies learned. Out of those responses, 40-60% of educators selected "strongly agree" as their response (see Table 2). Only 6-12% of educators disagreed or strongly disagreed across competencies and questions. Eighty-seven percent of educators who completed Flamingo Literacy Matrix (*n* = 151) were very likely or extremely likely to recommend Flamingo Literacy Matrix to a colleague, yielding a Net Promoter Score (NPS) of 84%. The highest ratings were related to educators' experiences with their Flamingo Literacy Matrix Navigator, with 92-97% of educators characterizing their experience with their Navigator as "good" or "excellent."

**Table 2. Educator Perceptions of Flamingo Literacy Matrix**
**Proportion of Educators who Agreed or Strongly Agreed with the following statements.**

|  | Big Picture (*n* = 1,145) | Competency 1 (*n* = 653) | Competency 2 (*n* = 525) | Competency 3 (*n* = 458) | Competency 4 (*n* = 451) | Competency 5 (*n* = 203) |
|---|---|---|---|---|---|---|
| *I plan to use the printable resources that were provided as part of this course in the Literacy Matrix.* | 86% | 87% | 87% | 89% | 87% | 82% |
| *I learned new information as a result of completing this course in the Literacy Matrix.* | 88% | 88% | 90% | 91% | 87% | 86% |
| *I learned new teaching strategies that I will use as a result of completing this course in the Literacy Matrix.* | 81% | 86% | 88% | 89% | 87% | 84% |
| *I shared or will share information or strategies from this course in the Literacy Matrix.* | 80% | 84% | 85% | 87% | 85% | 83% |
| *My overall experience with my Navigator was excellent or good.* | 96% | 96% | 97% | 95% | 93% | 92% |

## Educator Communication with Flamingo Literacy Matrix Navigators

In Flamingo Literacy Matrix, Navigators create a digital presence within the course by posting a welcome video in the activity feed, which participants see immediately when they access the course for the first time. Ongoing communication between Navigators and educators is an important part of Flamingo Literacy Matrix.

Communication can take the form of posting encouraging messages in the activity feed, contacting participants who are less active, providing encouragement and feedback for growth on assignments, and replying to communication initiated by educators in their course. Educators have multiple options for communicating with their Navigator including (but not limited to) chat, email, the activity feed within the course, or replies to feedback on assignments.

> My Navigator provided immediate feedback and was explicit in explaining what was done and what should have been included. She also gave specific praise, which I cherish. She's marvelous.

> There were often weeks that I was waiting for assignments to be graded, but instructors did not grade them and did not respond to my questions.

Most educators used one or two modes of communication with their Navigator, with the number being closer to two modes of communication for educators participating in Competency 5. "Replies to feedback on assignments" was the most common mode of communication across the courses, with the activity feed being the next most common. Communication appeared to become more frequent as educators moved through the Competencies. Educators who completed Competency 1 listed none as a common selection, whereas chat was common for educators who completed Competencies 2-5 (see Table 3, where bolded numbers reflect that at least 20% of educators selected that mode of communication as "most helpful").
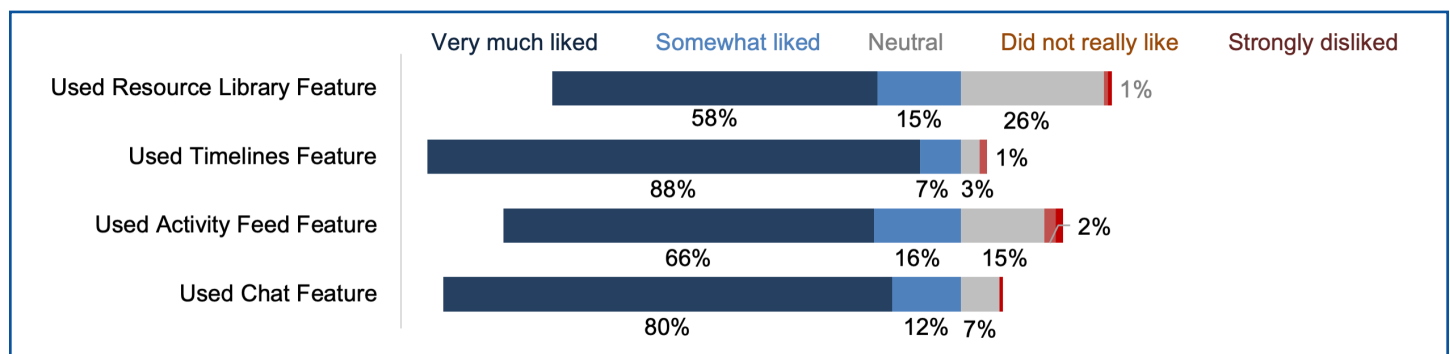
Table 3. Educator Report of Modes of Communication with their Literacy Matrix Navigator

| Communication Mode | Big Picture (n = 1,145) | Competency 1 (n = 653) | Competency 2 (n = 525) | Competency 3 (n = 458) | Competency 4 (n = 451) | Competency 5 (n = 203) |
|---|---|---|---|---|---|---|
| Chat | 29% | 27% | 33% | 42% | 32% | 68% |
| Email | 24% | 20% | 17% | 19% | 14% | 17% |
| Activity Feed | 41% | 43% | 41% | 37% | 37% | 41% |
| Replies to Feedback | 36% | 41% | 41% | 45% | 40% | 67% |
| None | 25% | 25% | 20% | 11% | 21% | 0% |
| n/a | 1% | 1% | 2% | 1% | 3% | 1% |
| Average Number | 1.55 | 1.56 | 1.53 | 1.56 | 1.48 | 1.95 |

Most educators reported that they "very much liked or "somewhat liked" Literacy Matrix features (see Figure 10). Users were most positive about the timelines and chat features.

My Navigator has A+ in communication, feedback, and pretty much ANYTHING I needed from her. I couldn't ask for a better Navigator to end my journey through this amazing learning experience. Thank you!

Figure 10. Educator opinion of Literacy Matrix Features



Very much liked    Somewhat liked    Neutral    Did not really like    Strongly disliked

Used Resource Library Feature — 58% | 15% | 26% | 1%
Used Timelines Feature — 88% | 7% 3% | 1%
Used Activity Feed Feature — 66% | 16% | 15% | 2%
Used Chat Feature — 80% | 12% 7%

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## Educators' Feedback About Flamingo Literacy Matrix

Of the educators who completed feedback surveys, 362 (32%) educators provided 551 open-ended responses to questions about the Navigators across Big Picture/Competencies, with 77% of the comments offering positive feedback and 23% offering constructive feedback or suggesting improvements. These responses were coded, with themes emerging about Navigators (i.e., responsiveness, feedback, and support) and about other aspects of Flamingo Literacy Matrix (i.e., content, course organization, and technology were also mentioned). In addition, general comments expressing positive feedback (e.g., "I learned a lot" or "This was great") were common. Feedback about Navigators is summarized in Table 4 and feedback about other aspects of Flamingo Literacy Matrix is summarized in Table 5.

Flamingo Literacy Matrix is committed to ongoing continual improvement. Of comments specifically about Navigators, the most common constructive feedback given was for faster feedback, with more than one third of constructive comments about timeliness of feedback. Other themes expressed frequently included a desire for more videos and interactive content, a request for content to be further contextualized for older children, and the desire for access to all handouts/materials at the beginning of the course.

**Table 4: Educator Feedback about Flamingo Literacy Matrix Navigators**

| | | Big Picture (*n* = 198) | Competency 1 (*n* = 74) | Competency 2 (*n* = 67) | Competency 3 (*n* = 74) | Competency 4 (*n* = 68) | Competency 5 (*n* = 70) |
|---|---|---|---|---|---|---|---|
| **Positive Feedback** | Navigators were responsive and quick to reply | 9% | 11% | 10% | 8% | 9% | 16% |
| | Navigators provided helpful feedback | 9% | 20% | 12% | 15% | 15% | 25% |
| | Navigators were supportive | 21% | 19% | 18% | 23% | 18% | 20% |
| **Constructive Feedback/ Suggestions** | Navigators' feedback was slower than preferred | 6% | 4% | 6% | 18% | 9% | 9% |
| | Navigators provided feedback that was less than helpful | <1% | <1% | 2% | 1% | 0% | 3% |
| | Navigators could have been more supportive | 2% | 2% | 4% | 0% | 0% | 1% |

## Table 5: Educator Feedback about Various Elements of Flamingo Literacy Matrix

| | | Big Picture (n = 198) | Competency 1 (n = 74) | Competency 2 (n = 67) | Competency 3 (n = 74) | Competency 4 (n = 68) | Competency 5 (n = 70) |
|---|---|---|---|---|---|---|---|
| Positive Feedback | Enjoyed and learned from content | 9% | 7% | 17% | 7% | 10% | 1% |
| | Liked how course was organized | 4% | 1% | 1% | 1% | 0% | 0% |
| | Appreciated technological aspects | 2% | 1% | 0% | 1% | 0% | 0% |
| | Provided general positive remarks | 21% | 18% | 21% | 15% | 27% | 18% |
| Constructive Feedback/ Suggestions | Provided suggestions about improving content | 10% | 2% | 6% | 0% | 6% | 3% |
| | Had feedback for how to improve course organization | 2% | 0% | 0% | 3% | 3% | 1% |
| | Wished that some technological aspects were easier to use | 3% | <1% | 4% | 4% | 4% | 3% |
| | Described challenges with the length and amount of work | 2% | 0% | 2% | 1% | 0% | 0% |

Of the educators who completed feedback surveys, 78 (7%) provided open-ended responses to questions about technology difficulties or technology suggestions, indicating that most educators did not report technological challenges. Educators also included feedback to these questions that was not directly related to technology. Table 6 summarizes the open-ended comments in response to questions about technology. A common theme was around difficulties uploading videos or submitting assignments. Regarding submission issues, a few educators noted that they lost work and had to re-do assignments because of difficulties with submission. Many of those who noted challenges commented that technical support was responsive in resolving issues.

**Table 6. Technology Challenges and Suggestions for Flamingo Literacy Matrix**

*Technology Challenges*
*(N=61)*

| | |
|---|---|
| *Uploading/Downloading* | 21% |
| *Submission Issues* | 20% |
| *Video/media/pictures/links* | 11% |
| *Equipment/Device* | 10% |
| *Internet Connectivity* | 5% |
| *Other Technology* | 21% |

*Technology Suggestions*
*(N=42)*

| | |
|---|---|
| *Equipment/Device* | 17% |
| *Submission/Downloading/Uploading* | 14% |
| *Ease of Use* | 7% |
| *Video/media/pictures/links* | 2% |
| *Other Technology* | 33% |

No problems what so ever. I was able to access the program via phone, computer at work, laptop at home. Very user friendly.

I had some difficulty moving forward on the timeline a few times. It wouldn't let me move to the submit screen. However, the chat worked very well! I was able to ask for help and get it very quickly.

Overall, positive comments far outweighed negative comments, as shown below when educators provided feedback about Navigator responsiveness (see Figure 11) and by the positive sentiments portrayed in the Word Cloud (see Figure 12).

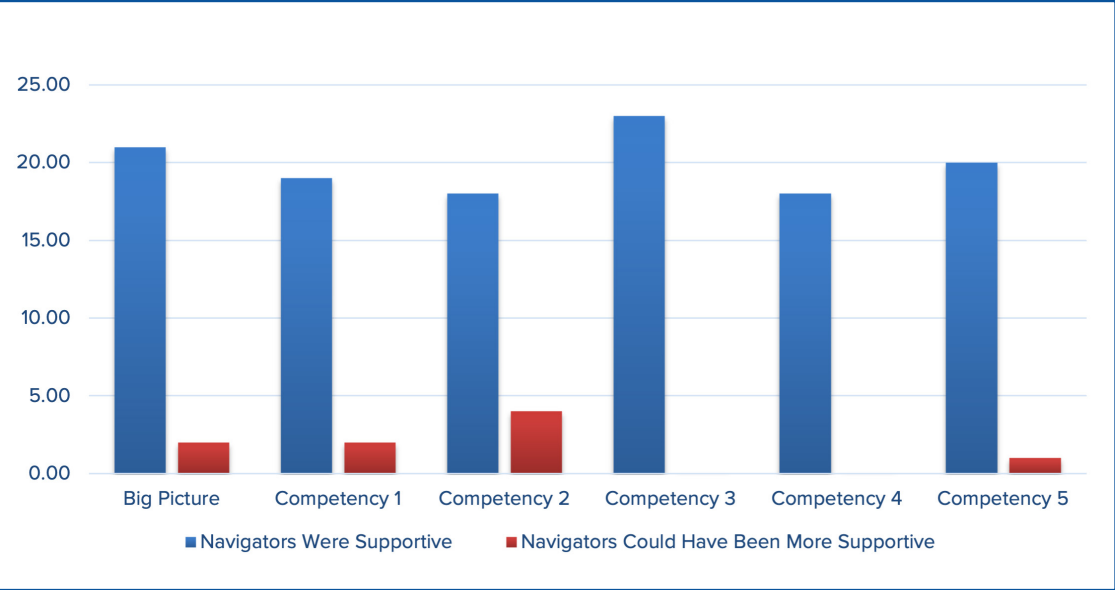**Figure 11: Educator Feedback about Flamingo Literacy Matrix Navigators**



**Figure 12: Navigator Word Cloud**

## Continuous Improvement and Enhancements to Flamingo Literacy Matrix

The development team for Flamingo Literacy Matrix continues to make improvements to help educators enjoy an optimal experience. Key enhancements completed during 2021-2022 are noted below.

### ENSURING SYSTEMATIC AND EQUITABLE FEEDBACK

Flamingo Literacy Matrix is designed for educators to receive systematic and equitable feedback from their Navigator. That is, any two Navigators should provide similar high-quality feedback and arrive at the same decision regarding mastery or non-mastery of assignments.

A systematic process has been refined to monitor Navigator feedback. Initially, Navigators complete practice assignments both individually and in collaboration with other Navigators. Flamingo Literacy Matrix team members review these assignments to ensure that Navigators understand the content and purpose of the assignments and are able to provide consistent scoring. A sampling of Navigators' scored assignments are then collected quarterly to evaluate Navigators' performance on scoring consistency. At every step, additional training is provided if necessary to ensure that Navigators are equitably serving educators.

### ASSIGNMENT GUIDES

Assignment guides were created to provide educators with an engaging overview of the essential assignments in each competency. The assignment guides complement the specific written instructions already provided in Flamingo Literacy Matrix, and also provide those instructions in a different modality, which improves accessibility. At this point, assignment guides are given to participants on a case-by-case basis, but they will be added as part of the course content in future revisions of Flamingo Literacy Matrix.

### TIME-BOUND COURSES

Historically, Flamingo Literacy Matrix has been promoted as being "self-paced." This was initially seen as helpful for educators given their busy schedules. However, many educators have taken over a year to complete Flamingo Literacy Matrix. Moving forward, the 2022-2023 cohort will complete courses that are six weeks in length, or "time-bound," in an effort to encourage more timely completion.