



Strategies to Support Evidence Use in Education

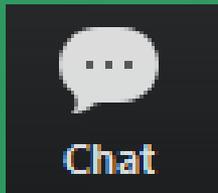
June 19, 2018



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- Click on the Chat box to introduce yourself, ask questions for the presenters, or let us know about any technical issues.



- We have live closed captioning available during the webinar – to see the captions, click on Closed Caption.

Meet the presenters:



Alan Daly, Ph.D.

*Director of the Joint
Doctoral Program in
Educational Leadership,
University of California,
San Diego*



Kara Finnigan, Ph.D.

*Director of the
Educational
Policy Program,
University of
Rochester*



Jaime Singer

*Senior Technical
Assistance
Consultant,
REL Midwest*

Meet the presenters:



Lyzz Davis, Ph.D.

*Senior Researcher,
REL Midwest*



Heather Boughton, Ph.D.

*Director of
Research,
Evaluation, and
Advanced
Analytics,
Ohio Department
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Melissa Weber-
Mayrer, Ph.D.

*Early Literacy
Administrator,
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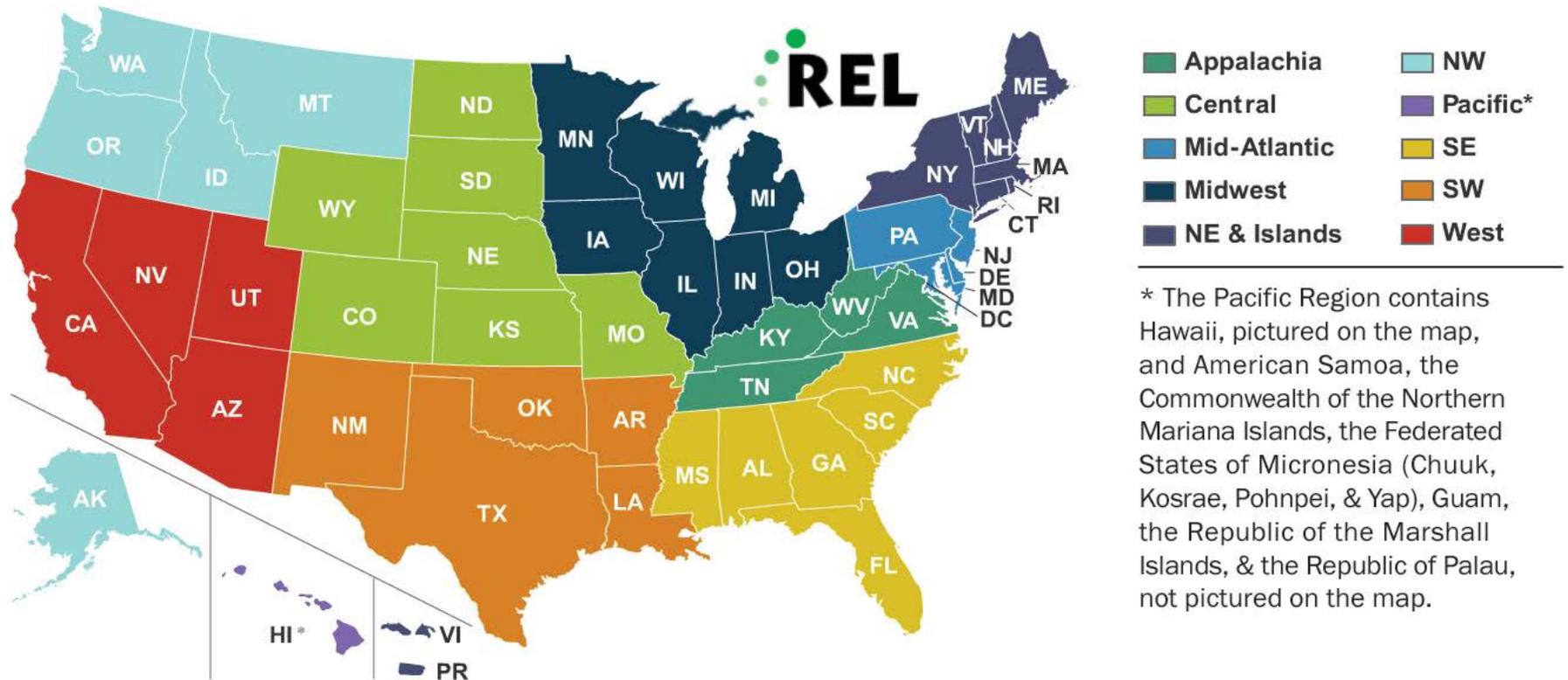
Jill Bowdon, Ph.D.

*Senior Researcher,
REL Midwest*

Agenda

1. Research on Increasing Information Uptake
2. Strategies to Support Evidence Use in Practice
3. Panel Discussion: Ohio Evidence-Based Intervention Clearinghouse Coaching
4. Q&A Session

Regional Educational Laboratories



The RELs are funded by the U.S. Department of Education's Institute of Education Sciences (IES).



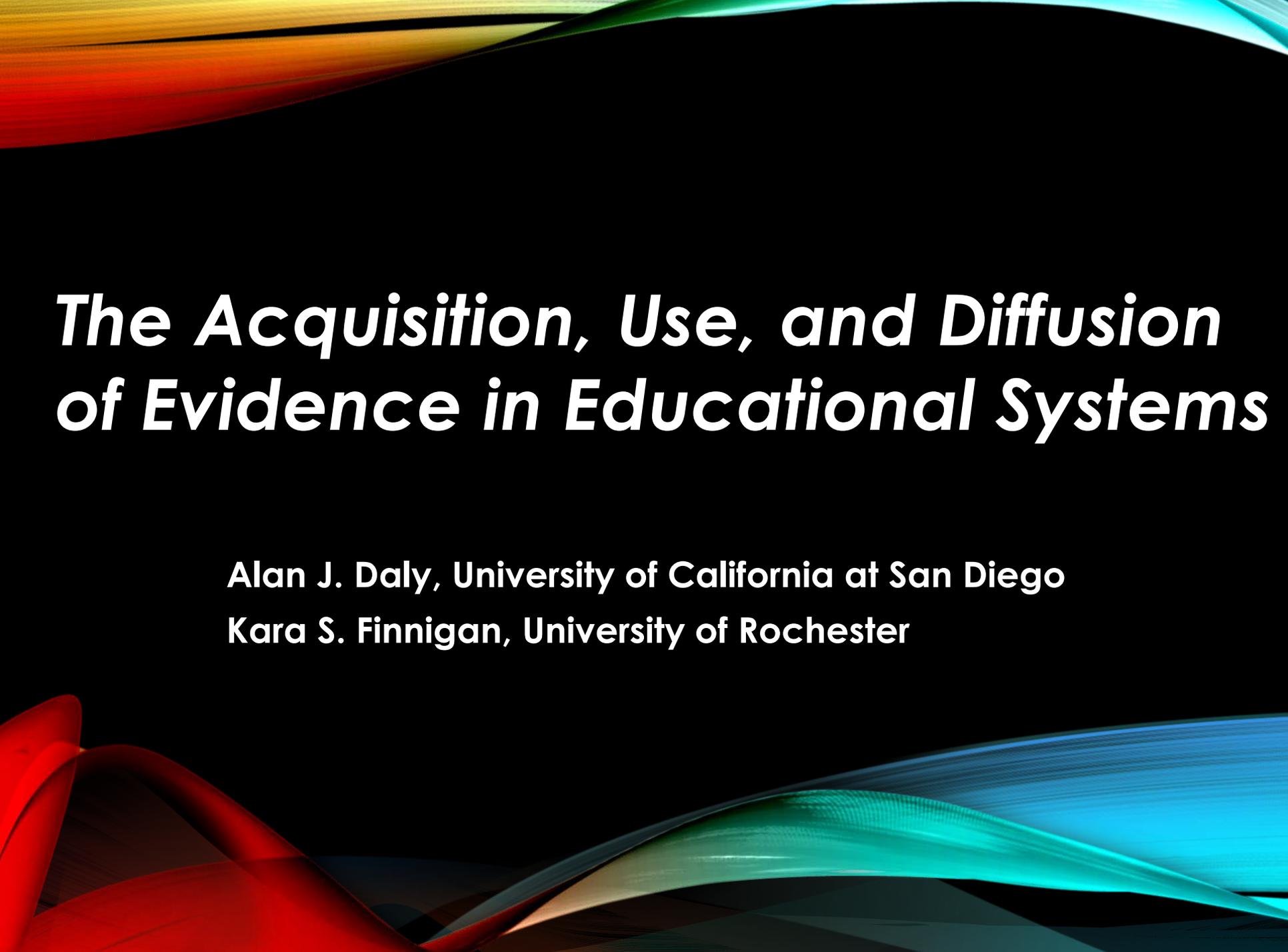
Collaborative Research Partnerships

Five research alliances:

- Midwest Alliance to Improve Teacher Preparation
- Midwest Achievement Gap Research Alliance
- Midwest Career Readiness Research Alliance
- Midwest Early Childhood Education Research Alliance
- **Midwest Alliance to Improve Knowledge Utilization**

One networked improvement community:

- Iowa Learning and Technology Networked Improvement Community



The Acquisition, Use, and Diffusion of Evidence in Educational Systems

Alan J. Daly, University of California at San Diego

Kara S. Finnigan, University of Rochester

MAKING THE HIPPOS DANCE



OUR WORK

- **Longitudinal study**
- **Variety of Educational Settings (schools/districts)**
- **Over 1000 educators involved (survey/interview)**
- **Funded by W.T. Grant Foundation and Spencer Foundation**

METHODS/DATA SOURCES

Case studies:

- High/low performing schools and entire district system
- Interviews (more than 200 at the school and central office levels)
- Observations of meetings at school site
- Document review

METHODS/DATA SOURCES

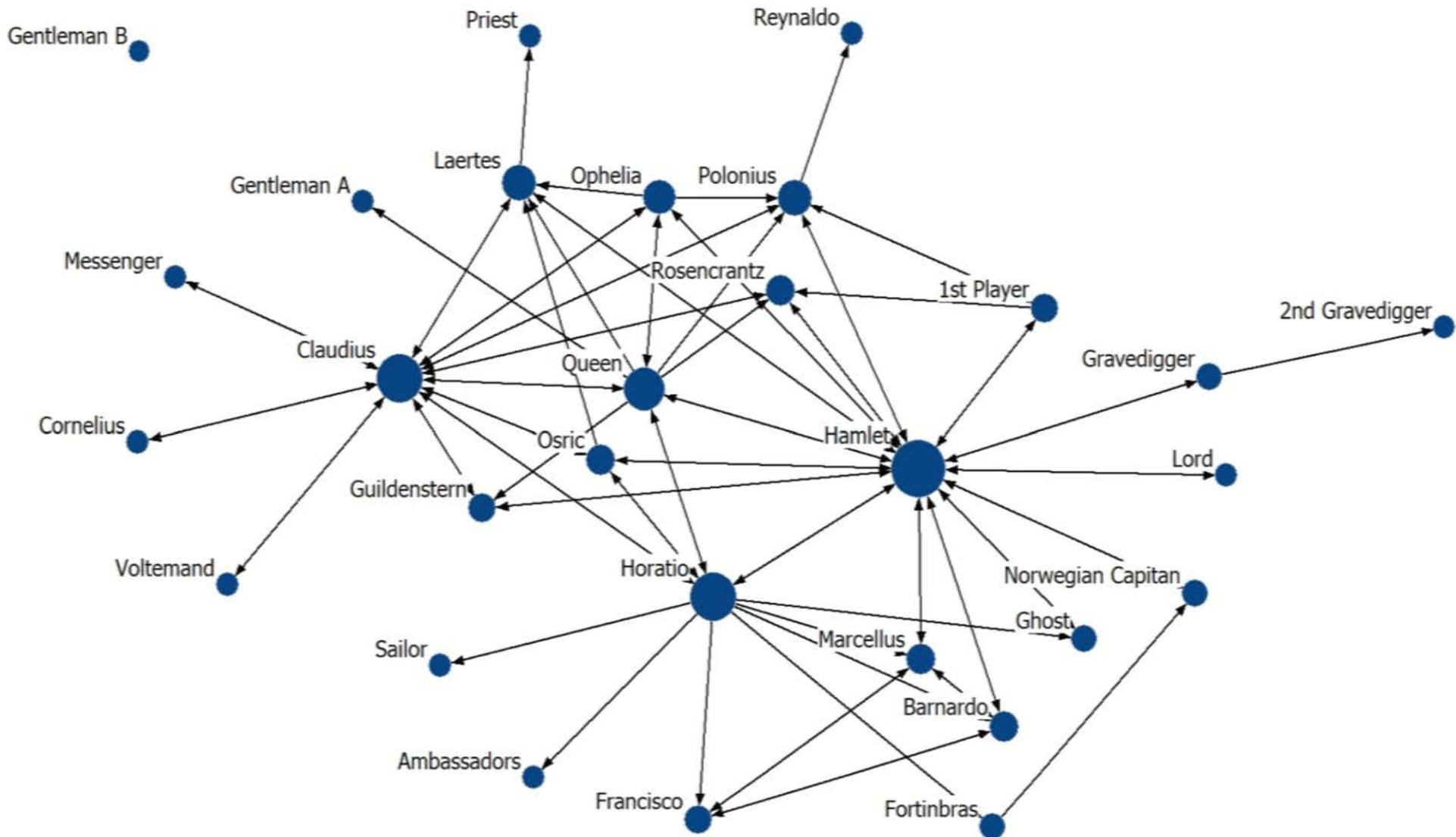
Surveys:

- **Social Network/Organizational Learning/Research Evidence Survey**
- **SNA at 2 levels: school and leadership/district**
- **Multiple time points**
- **'Matched' sample for longitudinal analysis**
- **Response rates of 80% or above**

INFORMATION TO UPTAKE

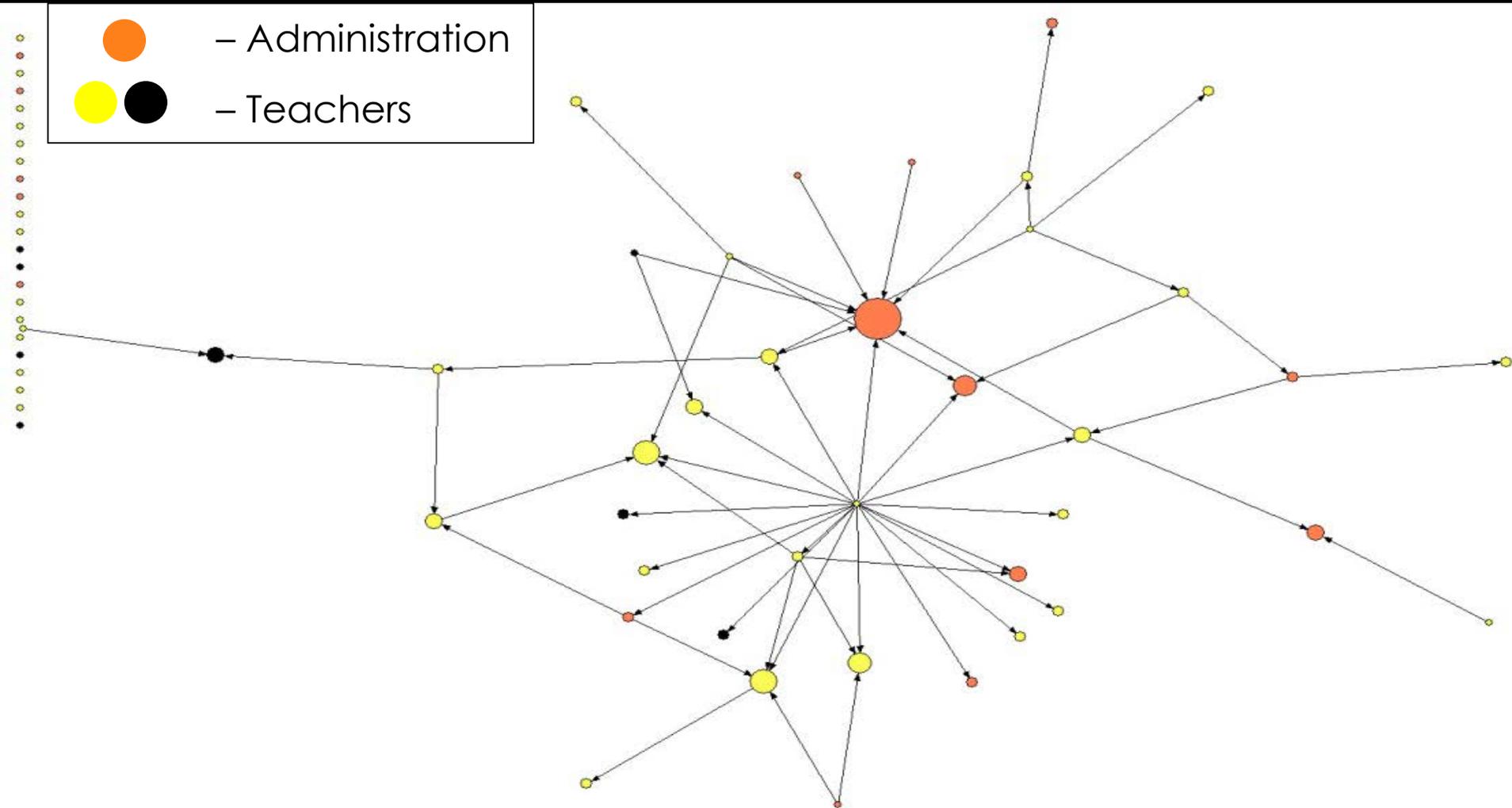


SOCIAL NETWORKS



HOW EVIDENCE MOVES IN A LOW-PERFORMING SCHOOL

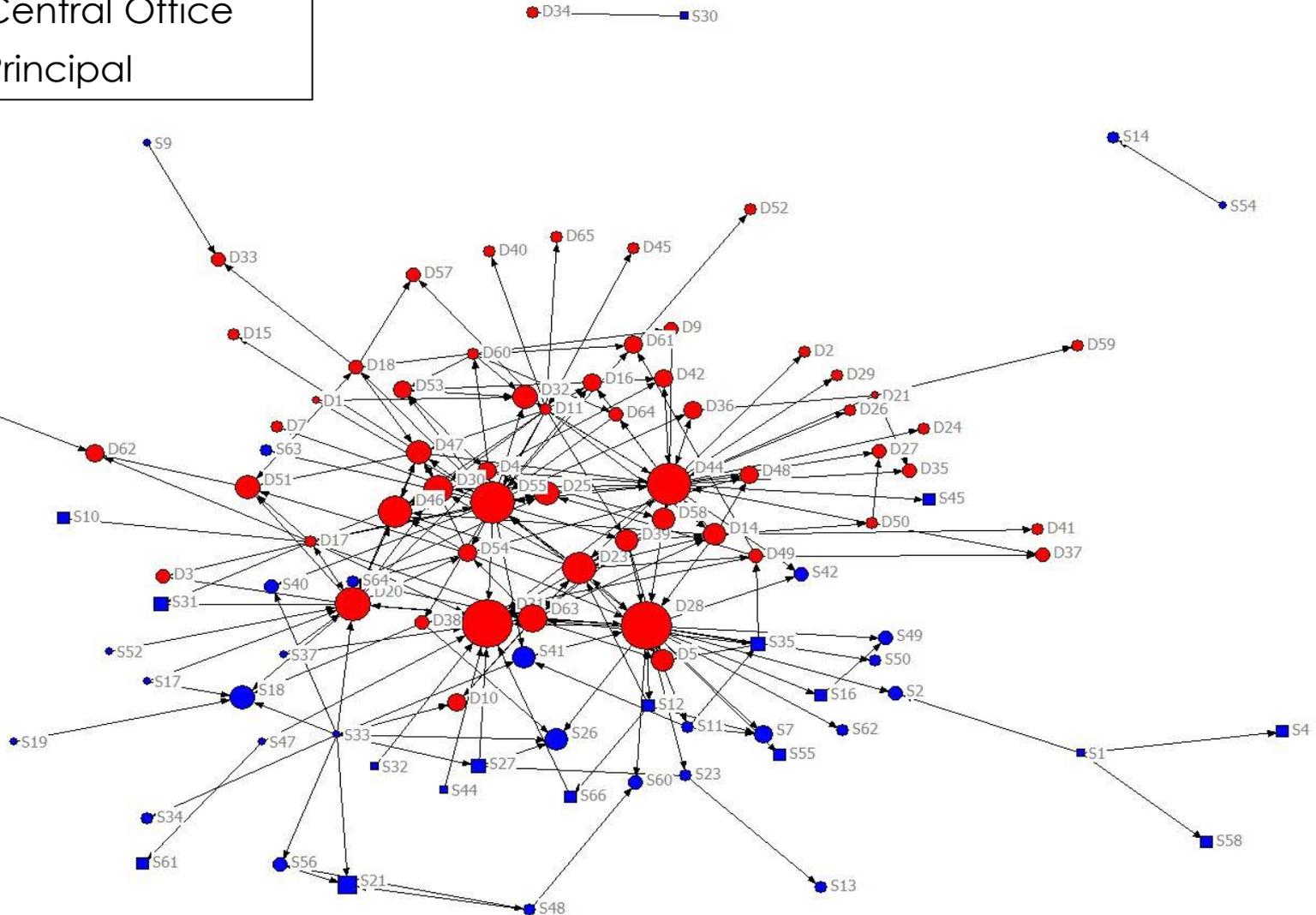
- – Administration
- – Teachers

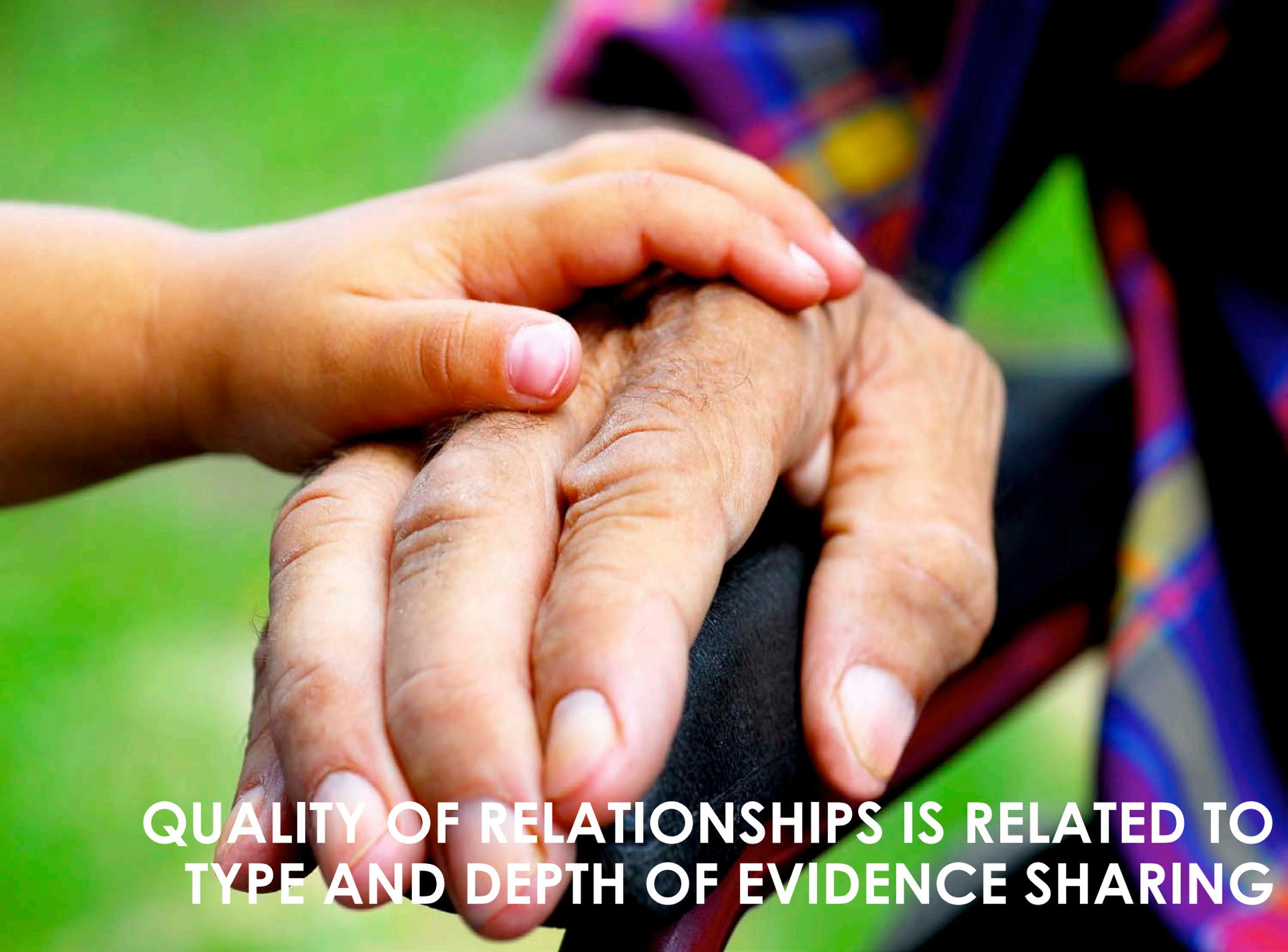


ISOLATION OF LEADERS IN LOW-PERFORMING SCHOOLS

- – Central Office
- – Principal

- S3
- S5
- S6
- S8
- D6
- D12
- D13
- S15
- D19
- S20
- D22
- S22
- S24
- S25
- S28
- S29
- S36
- S39
- S43
- S46
- S51
- S53
- S57
- S59
- S65
- S67

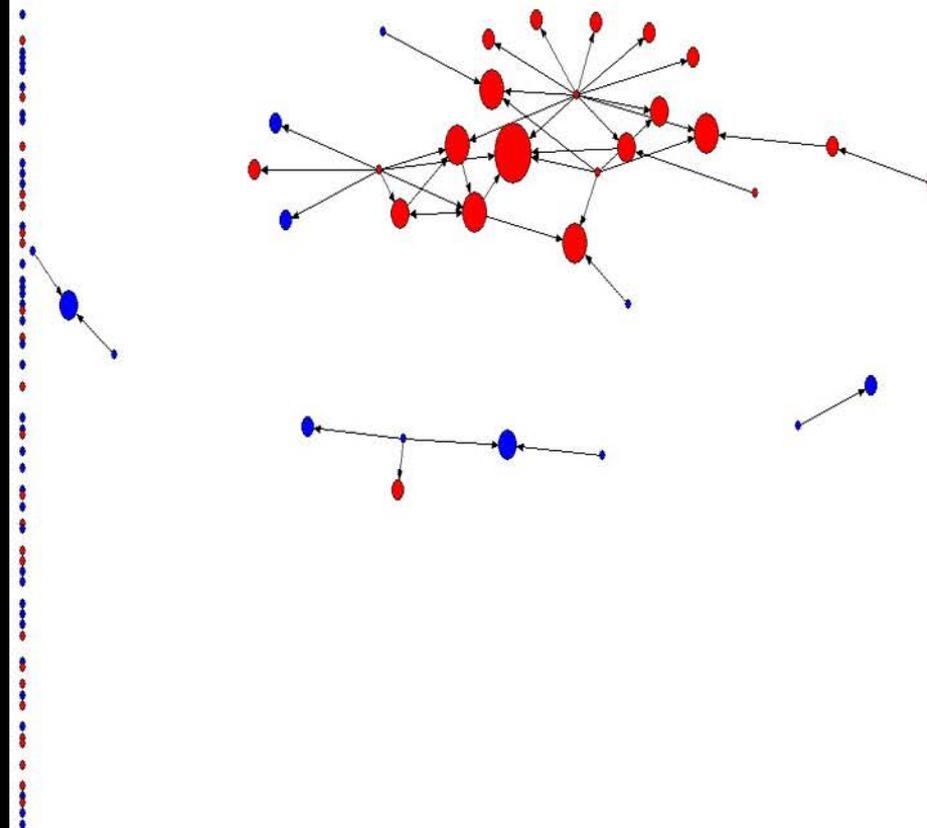
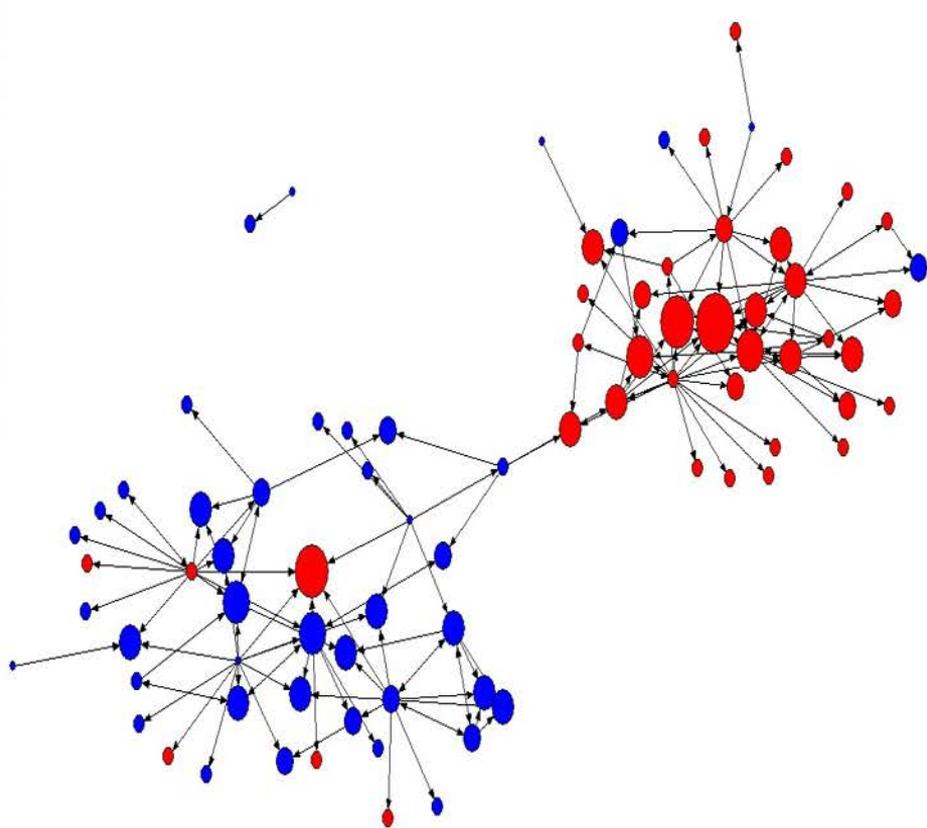




**QUALITY OF RELATIONSHIPS IS RELATED TO
TYPE AND DEPTH OF EVIDENCE SHARING**

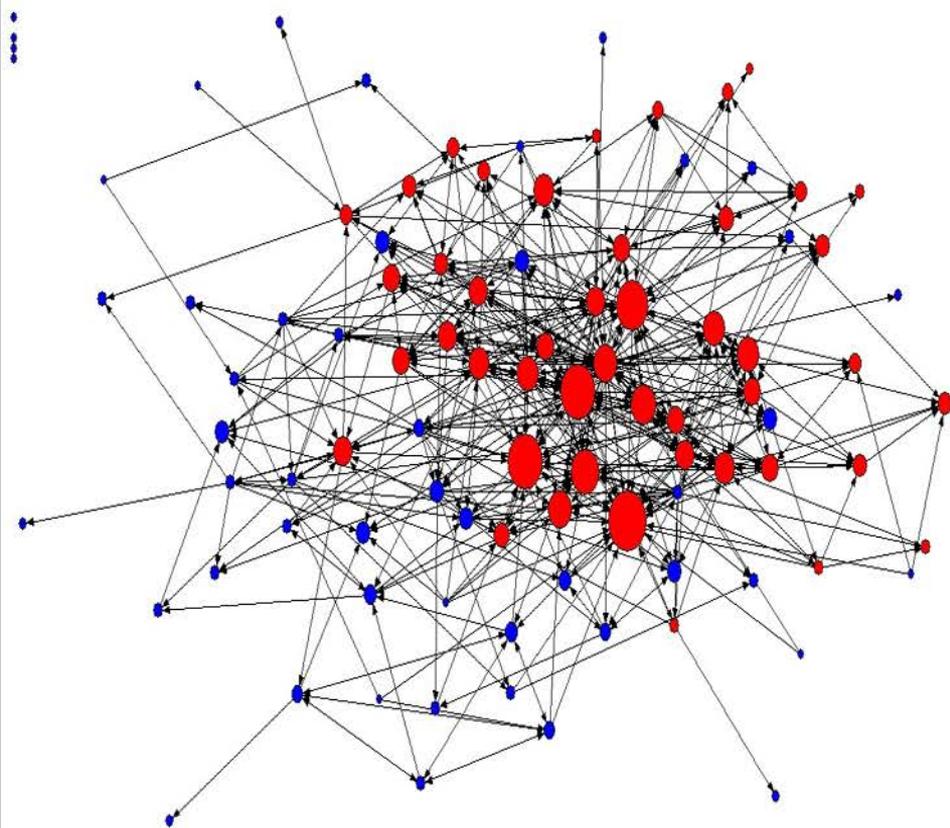
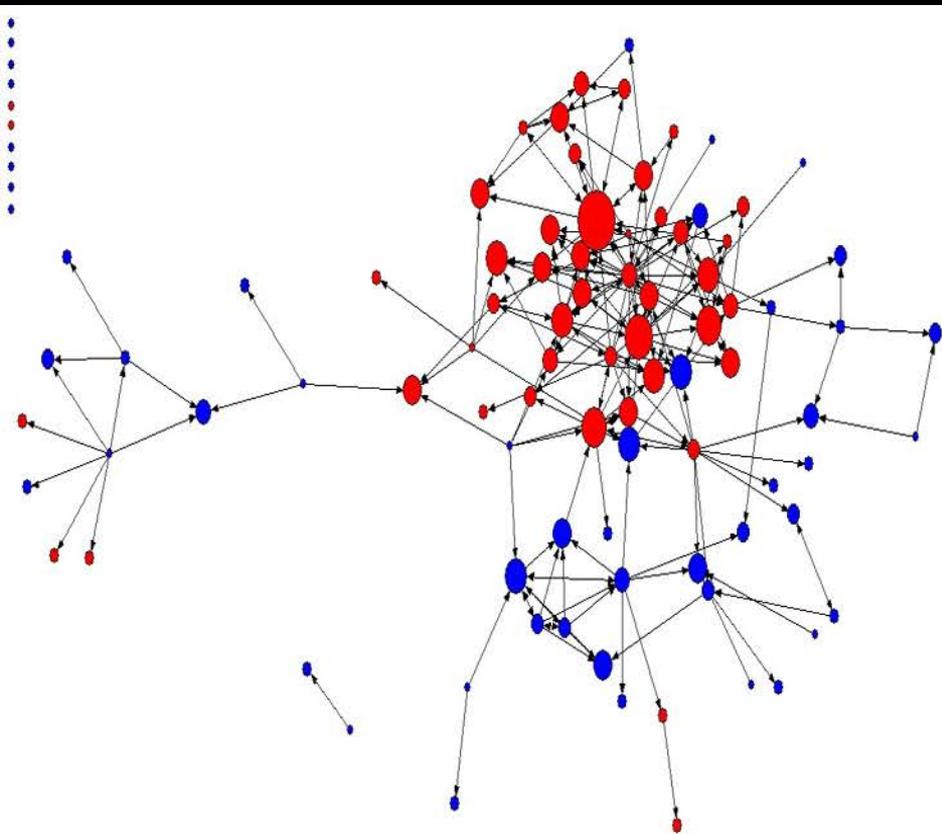
DISTRICTWIDE AFFECTIVE TIES (T1 AND T2)

- – Central Office
- – Principal



DISTRICTWIDE INSTRUMENTAL TIES (T1 AND T2)

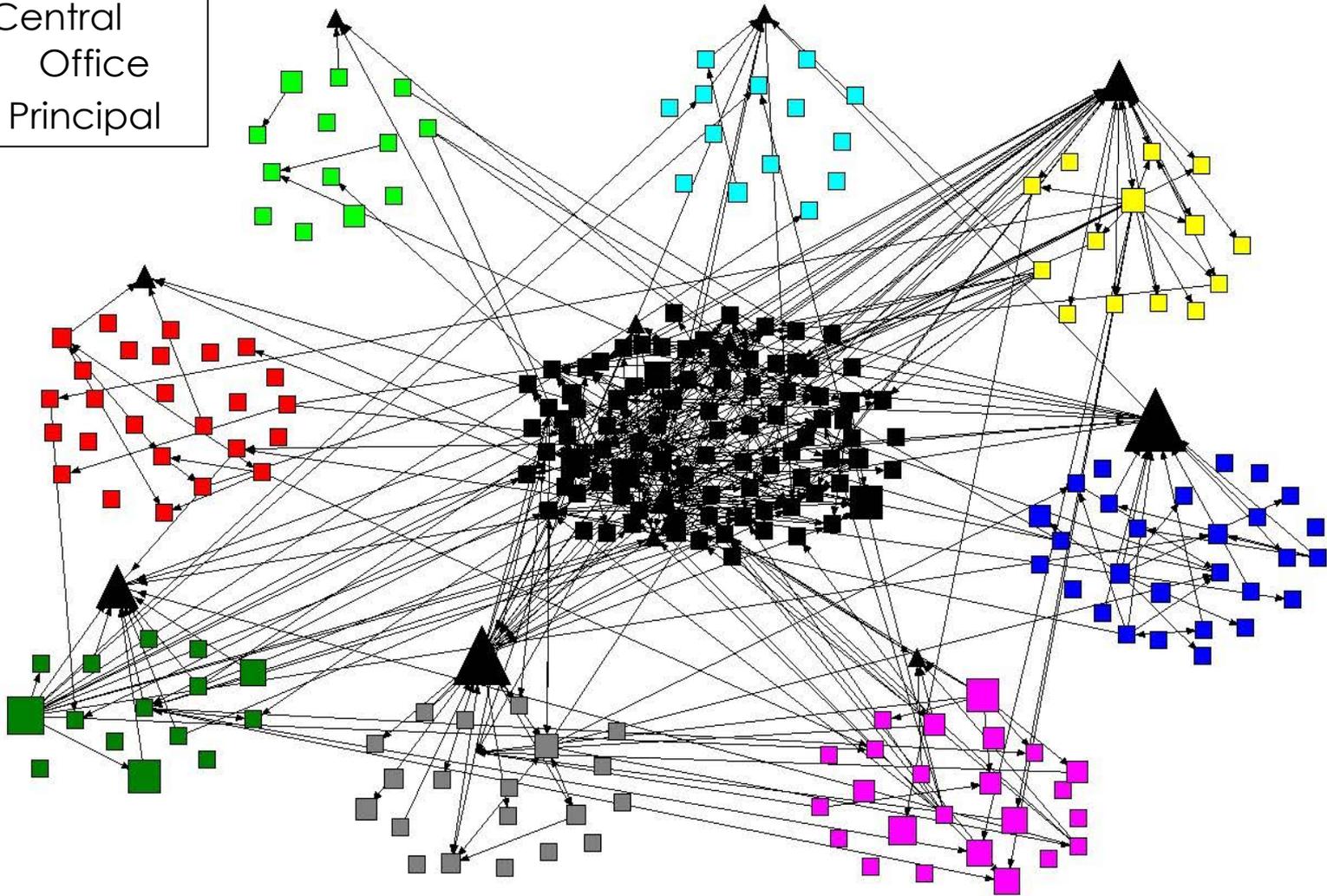
- – Central Office
- – Principal





DISTRICT-LEVEL BROKERS OF EVIDENCE

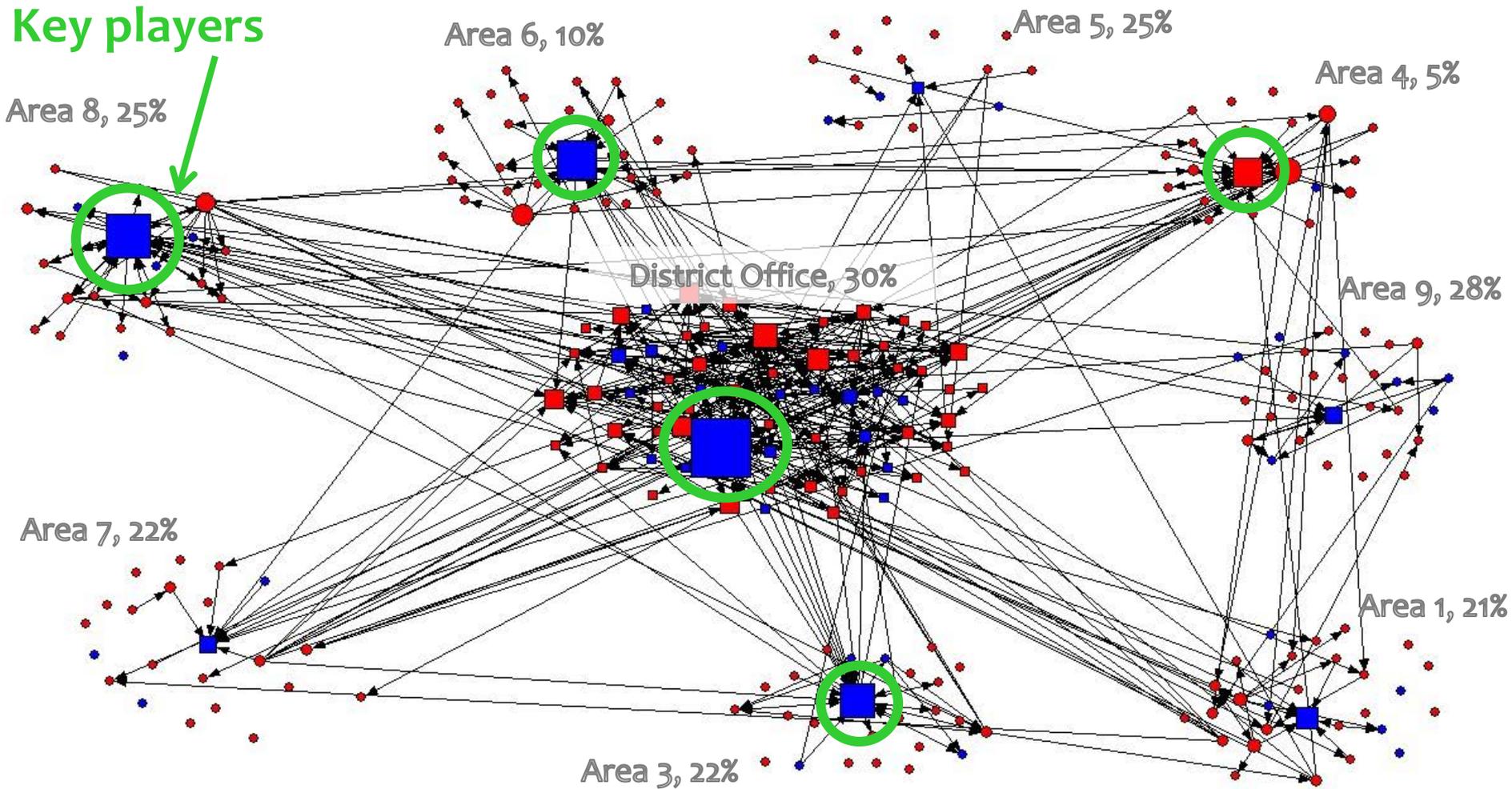
● – Central Office
Color – Principal





LEADERSHIP CHURN

Key players



NETWORK FINDINGS

- Relationships matter to evidence uptake
- Strong, stable internal connections
- High levels of trust support the movement/uptake of evidence
- Movement of evidence is highly reliant on “brokers”



**MOVING BEYOND COMPLIANCE TO
CAPACITY-BUILDING AT
ALL LEVELS OF THE SYSTEM**



**INCENTIVIZING COLLABORATIVE WORK
ACROSS LEVELS OF THE SYSTEM**

BUILDING HUMAN CAPITAL AROUND EVIDENCE INTERPRETATION





BUILDING SOCIAL CAPITAL TO DEVELOP
NORMS OF RECIPROCAL EXCHANGE

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University of California, San Diego

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AlanDaly

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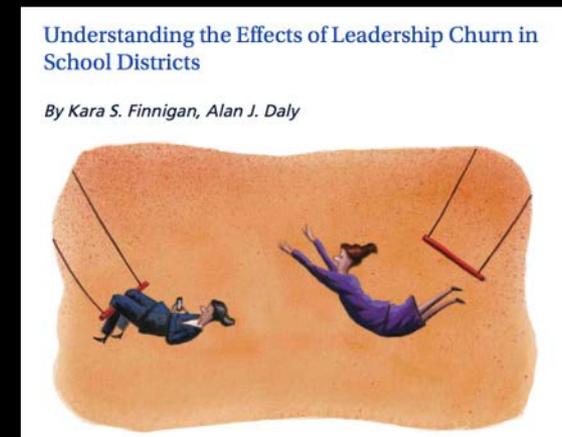
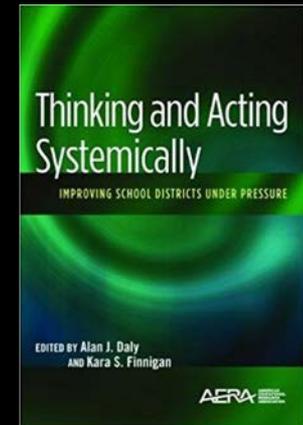
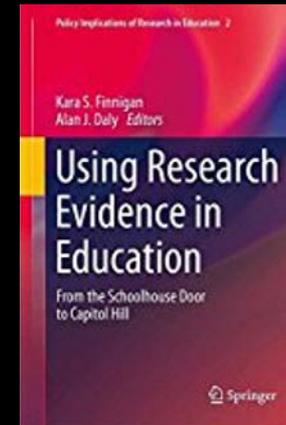
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Strategies to Support Evidence Use in Practice

Jaime Singer | Senior Technical Assistance Consultant



Rogers' Innovation-Decision Process (5th Ed., 2003)

Stage	Our Task
Knowledge	Expose to evidence
Persuasion	Encourage learning
Decision	Support weighing of alternatives
Implementation	Support adaptation and initial deployment
Confirmation	Solidify change



HELP

SUPPORT

SERVICE

ASSISTANCE

GUIDANCE

ADVICE

Training

Coaching

Tool
Development

Dissemination



Social Networking

Plans?????



??

ideas!

al media



Leader

Brand! ???

Solution!!!



how? Market !!!?

Target your customer



Manager

Teamwork



Team

Investment

Motivation innovation



Future!

Leadership

Time!

Success

Forum

Customer Satisf

No

vision

!!!



MISSION

Alignment of Strategies and Desired Outcomes

	Knowledge	Persuasion	Decision	Implementation	Confirmation
Media campaigns	✓	✓			
Blog	✓	✓			
Executive summary	✓	✓	✓		
Training	✓	✓	✓	✓	
Policy briefs		✓	✓	✓	✓
Tips and checklists			✓	✓	✓
Toolkits			✓	✓	✓
Case studies			✓	✓	✓
Train-the-trainer				✓	✓
Coaching				✓	✓
Clearinghouses					✓

Examples of Strategies

Stage	Our Task	Example
Knowledge	Expose to evidence	REL Midwest Blog
Persuasion	Encourage learning	
Decision	Support weighing of alternatives	
Implementation	Support adaptation and initial deployment	
Confirmation	Solidify change	

Coordinating early childhood state data



By Marguerite Huber
April 23, 2018

Regional Educational Laboratory (REL) Midwest's [Early Childhood Education Research Alliance](#) (MECERA) brings together early childhood practitioners, policymakers, advocates, and researchers from around the Midwest to increase the region's capacity to access, conduct, interpret, and make sense of early childhood education research. Additionally, MECERA supports the use of this research in decisionmaking at the state and local levels. The alliance involves individuals from a diverse range of organizations in Illinois, including state organizations such as the [State Board of Education](#), [Department of Child and Family Services](#), [Governor's Office of Early Childhood Development](#), and [Department of Human Services](#); the [Illinois Head Start Association](#); school districts; and centers.

Given the diverse types of early childhood data MECERA members interact with and collect, members were interested in having further conversations to learn more about how

Examples of Strategies

Stage	Our Task	Example
Knowledge	Expose to evidence	REL Midwest Blog
Persuasion	Encourage learning	Training
Decision	Support weighing of alternatives	
Implementation	Support adaptation and initial deployment	
Confirmation	Solidify change	

**Cleveland Partnership for English Learner Success
Research Agenda-Setting Workshop**

May 8, 2017

**Cleveland Metropolitan School District (CMSD) Headquarters
1111 E. Superior Avenue, Suite 1800
Cleveland, OH**

Agenda

- | | |
|------------------------------|---|
| 9:00–9:20 a.m. | Welcome and introductions (Lyzzy and Rachel) |
| 9:20–9:45 a.m. | Regional Educational Laboratory Midwest-CMSD partnership overview (Lyzzy) |
| 9:45–11:45 a.m. | Identify and prioritize research topics (Lyzzy and Rachel) |
| 11:45 a.m.–12:30 p.m. | Lunch |
| 12:30–2:30 p.m. | Develop and prioritize research questions (Lyzzy and Rachel) |
| 2:30–2:45 p.m. | Put it all together into a research agenda (Lyzzy) |
| 2:45–3:30 p.m. | Next steps, final questions, and exit slips (Lyzzy and Rachel) |

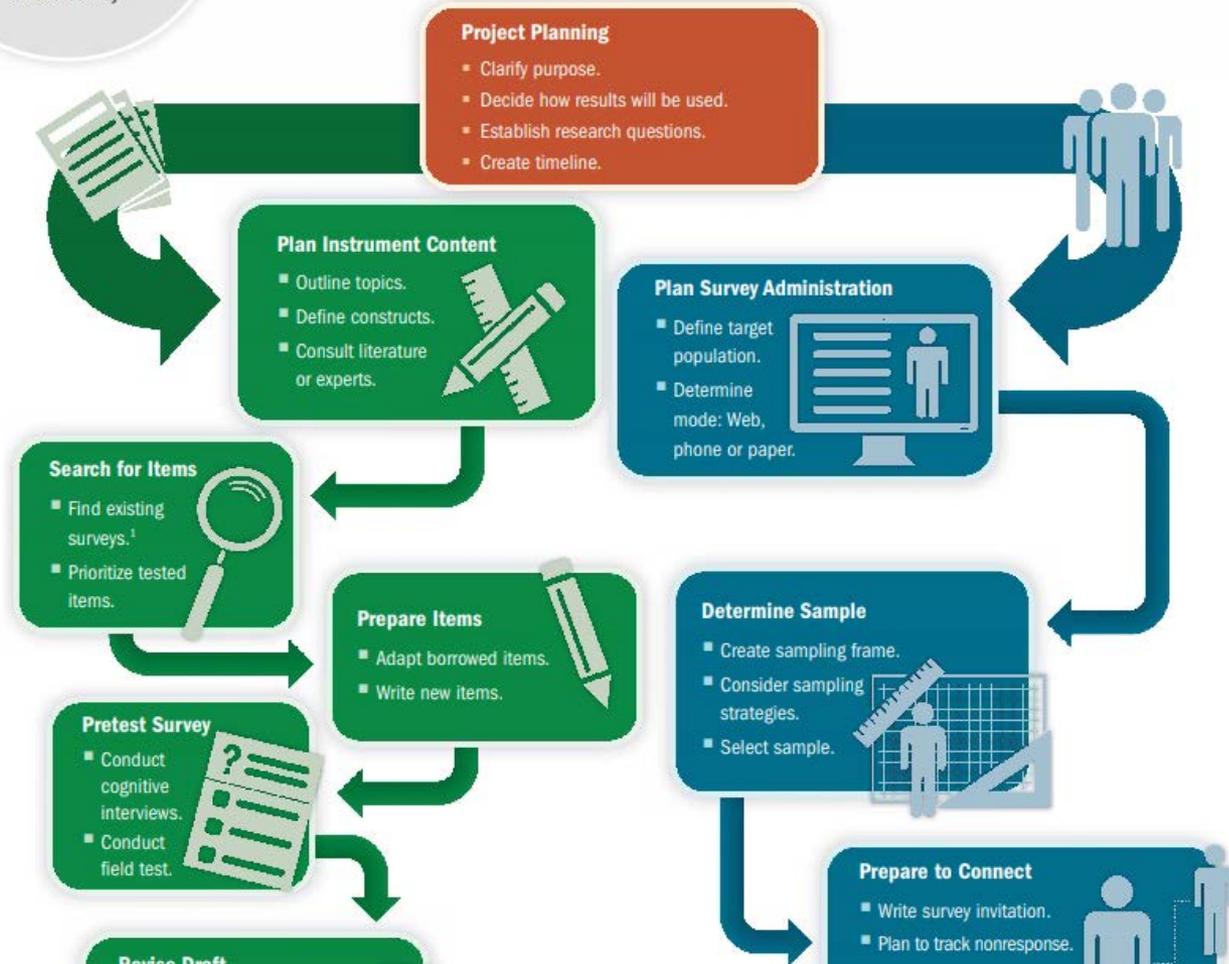
Examples of Strategies

Stage	Our Task	Example
Knowledge	Expose to evidence	REL Midwest Blog
Persuasion	Encourage learning	Training
Decision	Support weighing of alternatives	Checklist
Implementation	Support adaptation and initial deployment	
Confirmation	Solidify change	

Survey Development Guidance Checklist

The survey team will embark on **two** types of preparation activities, leading up to the administration of the survey.

Survey instrument development includes preparing and testing the items that will appear on the survey.
Survey administration design includes determining who will be surveyed and how.



Examples of Strategies

Stage	Our Task	Example
Knowledge	Expose to evidence	REL Midwest Blog
Persuasion	Encourage learning	Training
Decision	Support weighing of alternatives	Checklist
Implementation	Support adaptation and initial deployment	Coaching
Confirmation	Solidify change	

Exit Ticket: May 15, 2018, Coaching Session

What is one thing you learned today about “Collaborative Cultures” that you will research or think more deeply about?

Name one learning from today that you are going to share with a direct charge or colleague after leaving here.

Share one piece of data or an example of evidence that you will bring to the June meeting to show a change in your leadership practice as a result of these professional learning sessions.

Examples of Strategies

Stage	Our Task	Example
Knowledge	Expose to evidence	REL Midwest Blog
Persuasion	Encourage learning	Training
Decision	Support weighing of alternatives	Checklist
Implementation	Support adaptation and initial deployment	Coaching
Confirmation	Solidify change	Clearinghouses



Panel Discussion: Ohio Evidence-Based Intervention Clearinghouse Coaching

Lyz Davis | Senior Researcher, REL Midwest

Heather Boughton | Director of Research, Evaluation, and Advanced Analytics, Ohio Department of Education

Melissa Weber-Mayrer | Early Literacy Administrator, Ohio Department of Education



Ohio's Striving Readers Grant

The Striving Readers Comprehensive Literacy Grant is a grant aimed to increase the language and literary outcomes for Ohio's learners birth to grade 12.

46 subgrant awards

- Includes 12 consortia who represent 112 districts

Grant Breakdown:

- 20 subgrants – birth to age 5
- 23 subgrants – K to grade 5
- 28 subgrants – middle school
- 26 subgrants – high school



Ohio's Striving Readers Grant



Striving Readers district grant applicants are required to explain how they would use evidence-based strategies to support their literacy plans.

This requires new resources and communication tools from the Ohio Department of Education (ODE) to support districts.

Coaching on ESSA Tiers of Evidence

REL Midwest hosted two sessions for ODE staff:

- Introduction to the four ESSA tiers of evidence
- Mapping ESSA tiers of evidence to research on literacy practices



Crosswalk of Research Clearinghouses

ESSA alignment with existing evidence-based clearinghouses

Clearinghouse	Study/program ratings	Criteria	Alignment with Every Student Succeeds Act evidence tiers
What Works Clearinghouse	Meets standards without reservations	<ul style="list-style-type: none"> Well designed, well implemented experimental study with low attrition. Well designed, well implemented Regression Discontinuity Design (RDD). 	<p>If positive/potentially positive effectiveness rating with large multisite sample = Strong Evidence.</p> <p>If positive/potentially positive effectiveness rating without large multisite sample = Promising Evidence.</p>
	Meets standards with reservations	Well designed, well implemented quasi-experimental design with baseline equivalence (or an RCT with high attrition that can be reviewed as a quasi-experimental design).	<p>If positive/potentially positive effectiveness rating with large multisite sample = Moderate Evidence.</p> <p>If positive/potentially positive effectiveness rating without large multisite sample = Promising Evidence.</p>
Top Tier Evidence	Top Tier	<ul style="list-style-type: none"> Well-designed, well-implemented RCTs in replicable setting. Large, sustained effects. Must be multisite. 	<p>If sample size is large = Strong Evidence.</p> <p>If sample size is not large = Promising Evidence.</p>
	Near Top Tier	Meet most Top Tier standards; only need one additional step to qualify (such as replication).	Promising Evidence .
Blueprints for Healthy Youth Development	Model+ Programs	<ul style="list-style-type: none"> At least two high-quality RCTs or one RCT and one QED. Significant sustained positive impact on intended outcomes. No evidence of negative effects. Intervention specificity, outcomes, risk/protective factors, and logic model all specifically described. Results have been independently replicated. 	<p>If large/multisite sample = Strong Evidence.</p> <p>If no sample size information is available or sample is not large/multisite = Promising Evidence.</p>

Coaching inspired crosswalk and step-by-step guide to map existing clearinghouse evidence ratings to ESSA tiers of evidence



Selecting evidence-based practices using the Every Student Succeeds Act evidence tiers and the What Works Clearinghouse

Lyzz Davis, PhD





Navigating the What Works Clearinghouse for Alignment With the Every Student Succeeds Act (ESSA) Tiers of Evidence

A Step-by-Step Guide for States and Districts

This guide is intended for states and districts looking to align evidence-based interventions with ESSA's tiers of evidence. Before using this guide, it is expected that states and districts will have conducted a needs assessment and are ready to choose evidence-based interventions that meet their needs based on the data.

Panel Discussion

Question and Answer Session

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229	1,929	293	1

Pinned Tweet

REL Midwest @RELMidwest · Mar 17

Learn more about our research partnerships! Watch our latest video:
youtube.com/watch?v=AESDeq... #edresearch



Introduction to Research Alliances

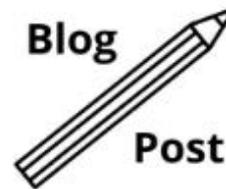
The Regional Educational Laboratory Midwest is committed to using research-based evidence in education. To support this, we lead a variety of resear...

youtube.com



REL Midwest @RELMidwest · 18h

REL Midwest is leading 2 projects that support @mieducation's focus on #teacherprep and #teacher shortages: ies.ed.gov/ncee/edlabs/re... #educatoreffectiveness



New projects investigate
teacher pipeline and
residency programs

REL MIDWEST



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