Strategies to Support Evidence Use in Education

June 19, 2018
Using the Zoom Platform

• If you aren’t already connected to audio, click **Join Audio** in the Zoom toolbar.
  • You have the option to dial into the phone line or listen through computer audio.

• 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 of Education

Melissa Weber-Mayrer, Ph.D.
Early Literacy Administrator, Ohio Department of Education

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
HOW EVIDENCE MOVES IN A LOW-PERFORMING SCHOOL

- Administration
- Teachers
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

Area 8, 25%

Area 7, 22%

Area 6, 10%

District Office, 30%

Area 5, 25%

Area 4, 5%

Area 9, 28%

Area 1, 21%

Area 3, 22%
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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Strategies to Support Evidence Use in Practice

Jaime Singer | Senior Technical Assistance Consultant
But first…

What?

Who?

Why?

So what?
### Rogers’ Innovation-Decision Process (5th Ed., 2003)

<table>
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Training
Coaching
Tool Development
Dissemination
### Alignment of Strategies and Desired Outcomes

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<td>Media campaigns</td>
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<td>Blog</td>
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<td>Executive summary</td>
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<td>Training</td>
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<td>Policy briefs</td>
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<td>Tips and checklists</td>
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<td>Train-the-trainer</td>
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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
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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 (Lyzz and Rachel)

9:20–9:45 a.m. Regional Educational Laboratory Midwest-CMSD partnership overview (Lyzz)

9:45–11:45 a.m. Identify and prioritize research topics (Lyzz and Rachel)

11:45 a.m.–12:30 p.m. Lunch

12:30–2:30 p.m. Develop and prioritize research questions (Lyzz and Rachel)

2:30–2:45 p.m. Put it all together into a research agenda (Lyzz)

2:45–3:30 p.m. Next steps, final questions, and exit slips (Lyzz and Rachel)
## Examples of Strategies

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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.

---

**Project Planning**
- Clarify purpose.
- Decide how results will be used.
- Establish research questions.
- Create timeline.

**Plan Instrument Content**
- Outline topics.
- Define constructs.
- Consult literature or experts.

**Plan Survey Administration**
- Define target population.
- Determine mode: Web, phone or paper.

**Determine Sample**
- Create sampling frame.
- Consider sampling strategies.
- Select sample.

**Prepare Items**
- Adapt borrowed items.
- Write new items.

**Search for Items**
- Find existing surveys.
- Prioritize tested items.

**Pretest Survey**
- Conduct cognitive interviews.
- Conduct field test.

**Prepare to Connect**
- Write survey invitation.
- Plan to track nonresponse.
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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.
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Panel Discussion: Ohio Evidence-Based Intervention Clearinghouse Coaching

Lyzz 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

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

<table>
<thead>
<tr>
<th>Clearinghouse</th>
<th>Study/program ratings</th>
<th>Criteria</th>
<th>Alignment with Every Student Succeeds Act evidence tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Works Clearinghouse</td>
<td>meets standards without reservations</td>
<td>• Well designed, well implemented experimental study with low attrition.</td>
<td>If positive/potentially positive effectiveness rating with large multisite sample = Strong Evidence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Well designed, well implemented Regression Discontinuity Design (RDD).</td>
<td>If positive/potentially positive effectiveness rating without large multisite sample = Promising Evidence.</td>
</tr>
<tr>
<td>Meets standards with reservations</td>
<td>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).</td>
<td>If positive/potentially positive effectiveness rating with large multisite sample = Moderate Evidence.</td>
<td></td>
</tr>
<tr>
<td>Top Tier Evidence</td>
<td>Top Tier</td>
<td>• Well-designed, well-implemented RCTs in replicable settings.</td>
<td>If sample size is large = Strong Evidence. If sample size is not large = Promising Evidence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Large, sustained effects.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Must be multisite.</td>
<td></td>
</tr>
<tr>
<td>Near Top Tier</td>
<td>Meet most Top Tier standards; only need one additional step to qualify (such as replication).</td>
<td>Promising Evidence.</td>
<td></td>
</tr>
<tr>
<td>Blueprint for Healthy Youth Development</td>
<td>Model-Program</td>
<td>• At least two high-quality RCTs or one RCT and one QED.</td>
<td>If large/multisite sample = Strong Evidence. If no sample size information is available or sample size is not large/multisite = Promising Evidence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Significant sustained positive impact on intended outcomes.</td>
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<td></td>
<td>• No evidence of negative effects.</td>
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<tr>
<td></td>
<td></td>
<td>• Intervention specificity, outcomes, risk/protective factors, and logic model all specifically described.</td>
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<tr>
<td></td>
<td></td>
<td>• Results have been independently replicated.</td>
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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
Follow us on Twitter and visit our website for resources and news!

@RELMidwest

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