

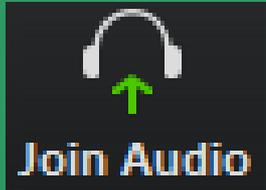


Conducting Relevant Research Through Networked Improvement Communities

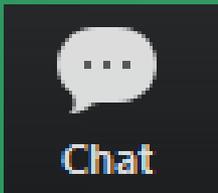
October 9, 2018



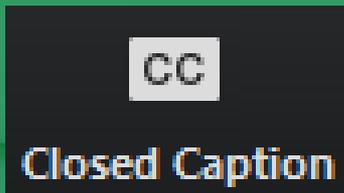
Using the Zoom Platform



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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:



Amy Feygin,
Ph.D.

*Senior
Researcher, REL
Midwest*



Joanna
Seymour

*Technology
Integrationist,
Dike-New
Hartford Schools*



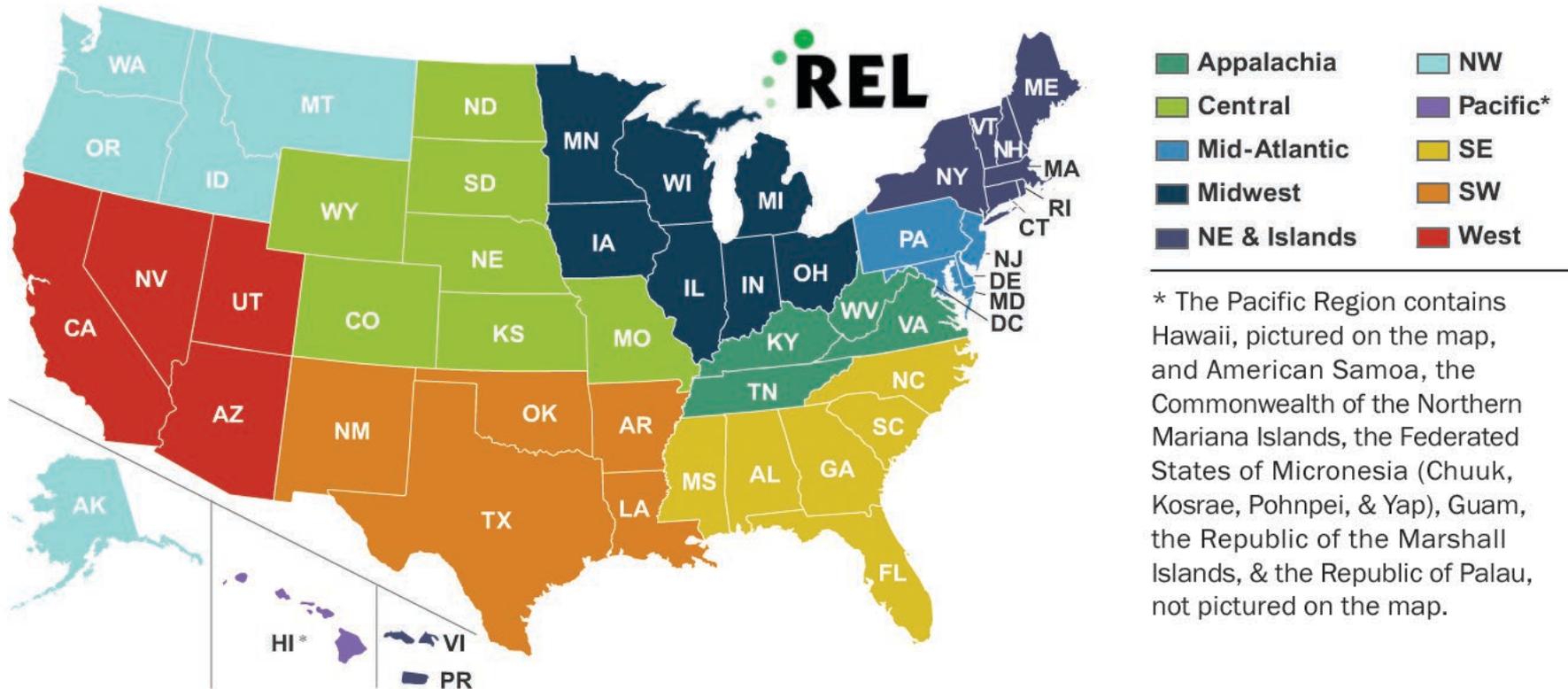
Marshal Conley

*Senior Technical
Assistance
Consultant*

Agenda

1. Networked Improvement Communities:
Collaborative Research in Authentic Settings
2. Overview of the REL Midwest Iowa Learning
and Technology NIC
3. Practitioner Perspective on the NIC Process
4. Q&A Session

Regional Educational Laboratories



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

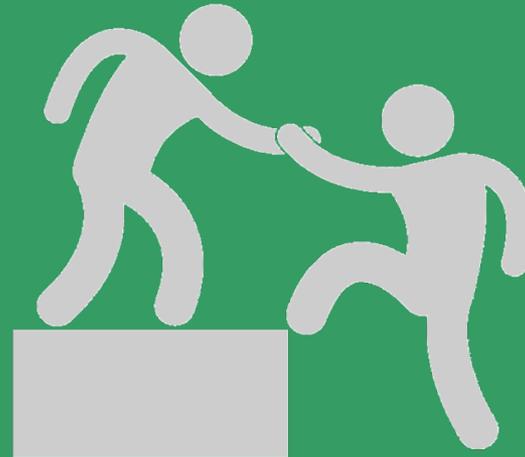
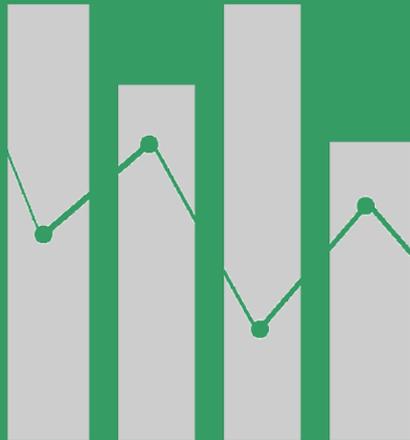
With whom does Regional Educational Laboratory (REL) Midwest work?

School districts, state education agencies, and other education organizations in Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin



What does REL Midwest do?

Applied research, technical support, and engagement activities to help partners understand research and evidence.





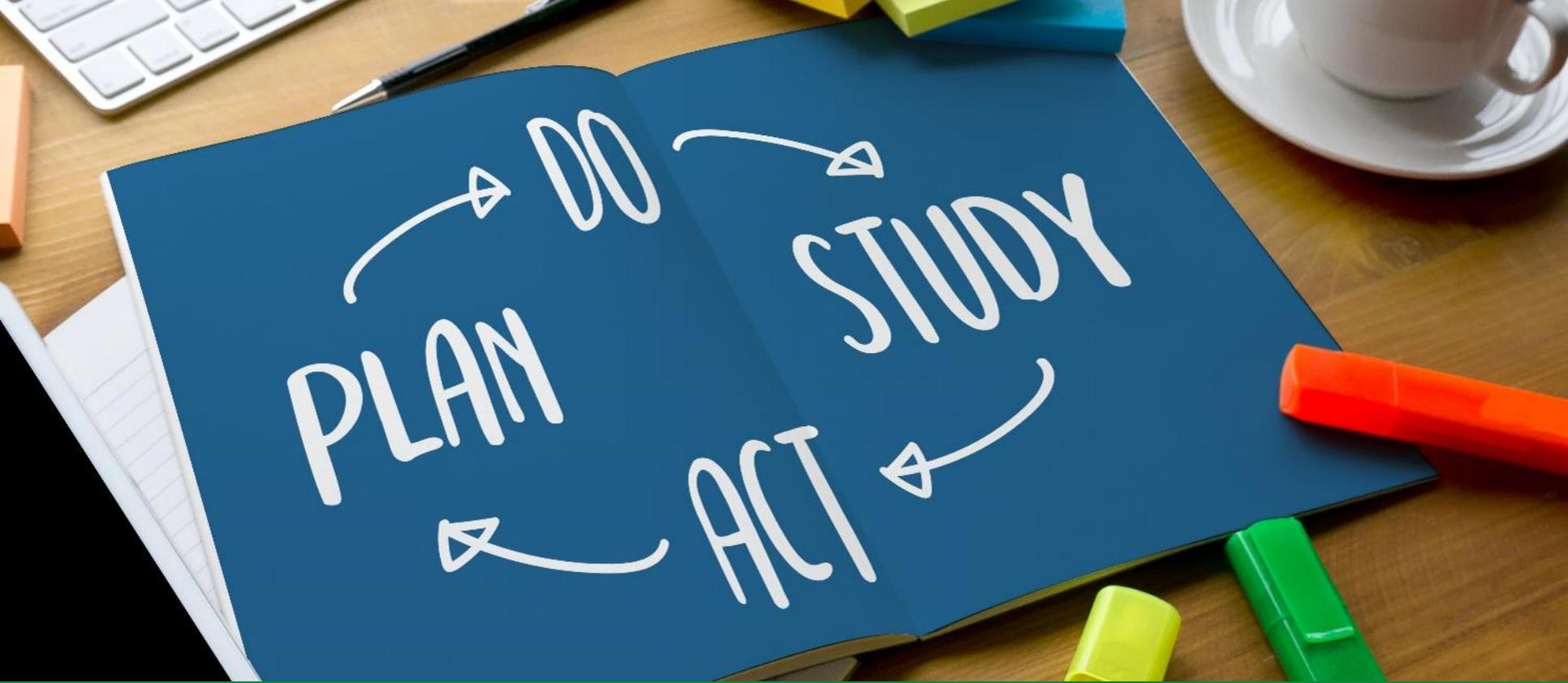
Collaborative Research Partnerships

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**



Networked Improvement Communities Overview

Amy Feygin | Senior Researcher
REL Midwest



**What is a networked
improvement
community (NIC)?**

“Rather than asking whether an ‘intervention works,’ a network improvement community asks, ‘what works, when, for whom and under what sets of circumstances?’”

— Bryk, Gomez, LeMahieu, & Grunow, 2015

NIC Structure

NICs comprise groups of individuals or organizations using disciplined inquiry to address a common problem of practice. The work of the NIC is coordinated by a “hub” organization.



**Focused on a well-
specified aim.**

Defining feature #1.



What is a well-specified aim?

- Identifies what participants are trying to accomplish.
- Sets a measurable target for improvement.

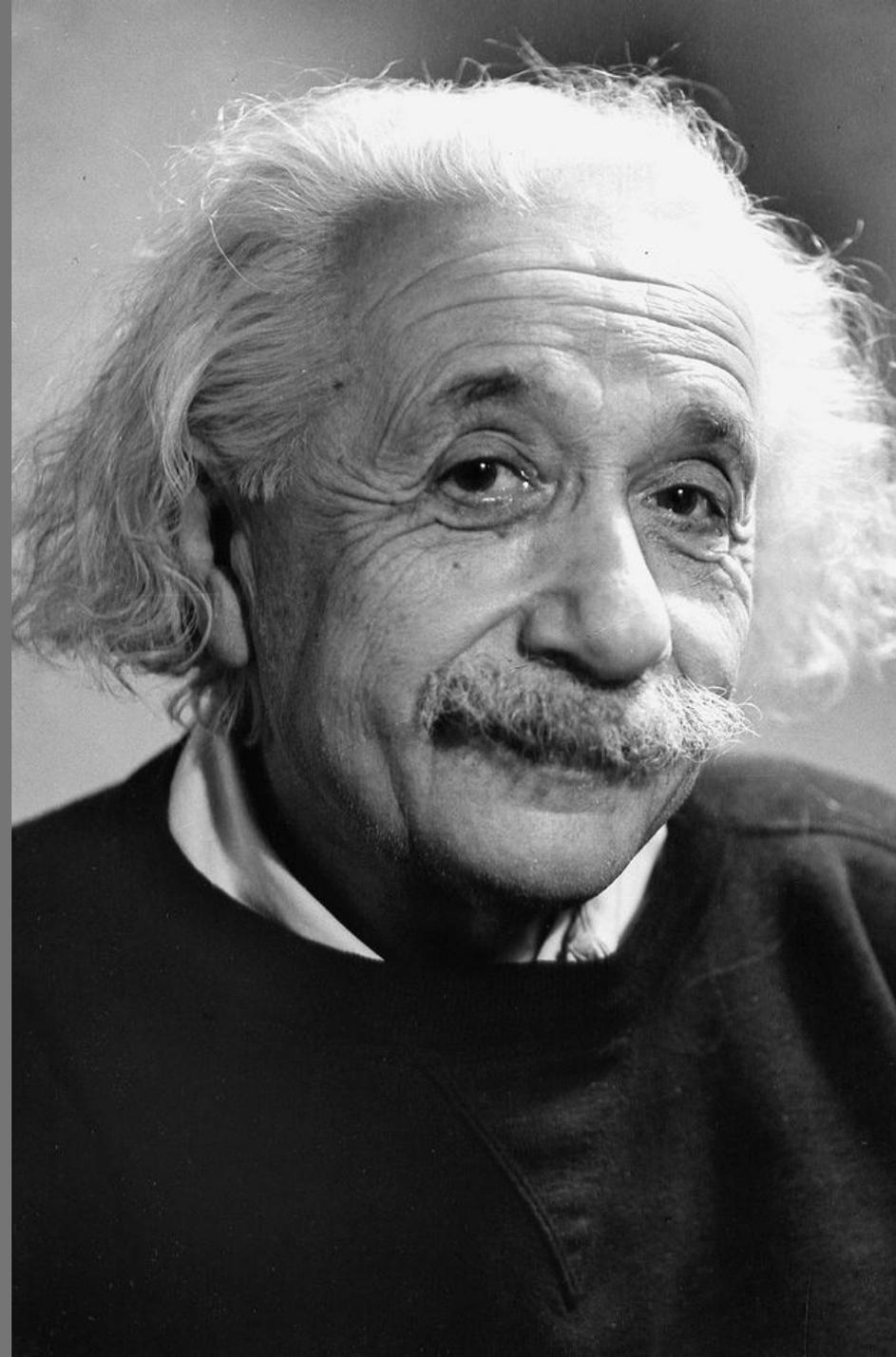
**Guided by a deep
understanding of the
problem.**

Defining feature #2.

Identify the problem

“If I had only one hour to save the world, I would spend fifty-five minutes defining the problem, and only five minutes finding the solution.”

— Albert Einstein



Understand the problem

Participants conduct a root cause analysis to identify the factors that contribute to the problem.



**Disciplined by the rigor
of improvement science.**

Defining feature #3.

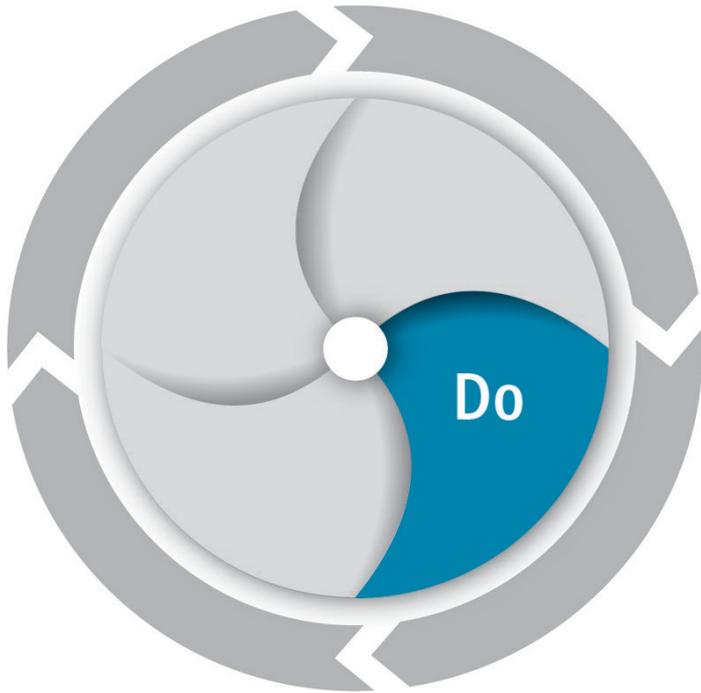
Plan

- Identify an intervention.
- Make predictions.
- Develop a plan for monitoring progress.
- Develop a plan for implementation.



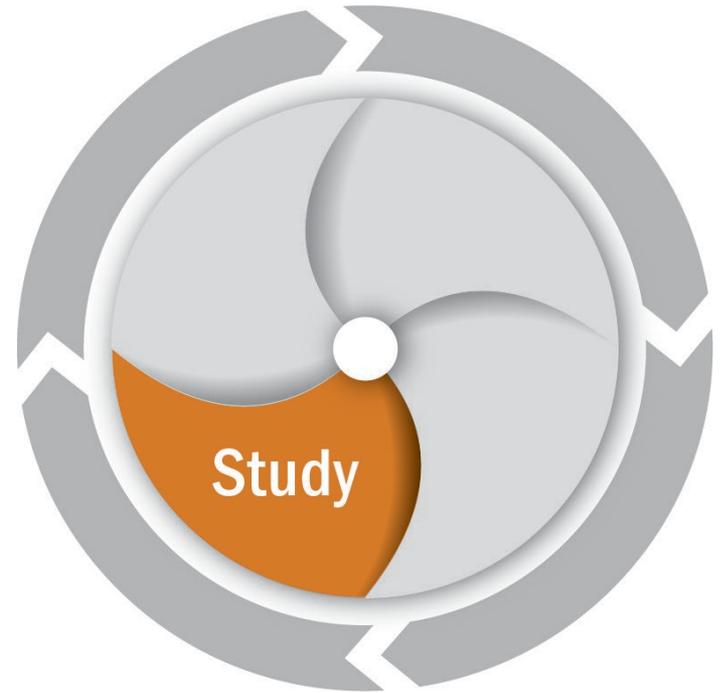
Do

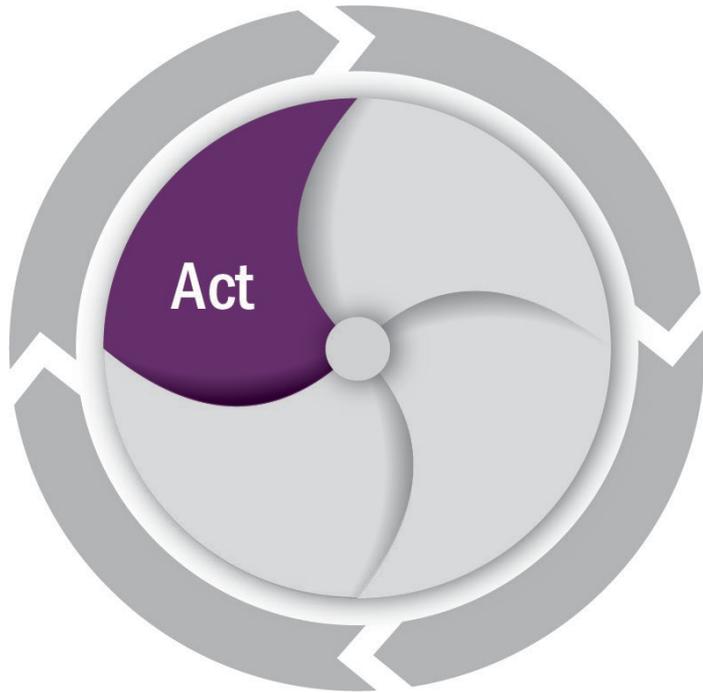
- Implement the intervention.
- Collect data to monitor improvement.



Study

- Analyze data.
- Compare what happened to predictions.





Act

- Based on data analysis, decide how to proceed.
- Participants may want to adapt, adopt, abandon, or expand the intervention.

Repeat



**Coordinated to
accelerate the testing
of interventions
across varied
contexts.**

Defining feature #4.

**Share
learnings with
network
organizations
and others
outside the
network.**





Overview of the REL Midwest Iowa Learning and Technology NIC

Marshal Conley | Senior Technical Assistance Consultant
REL Midwest



In Iowa...

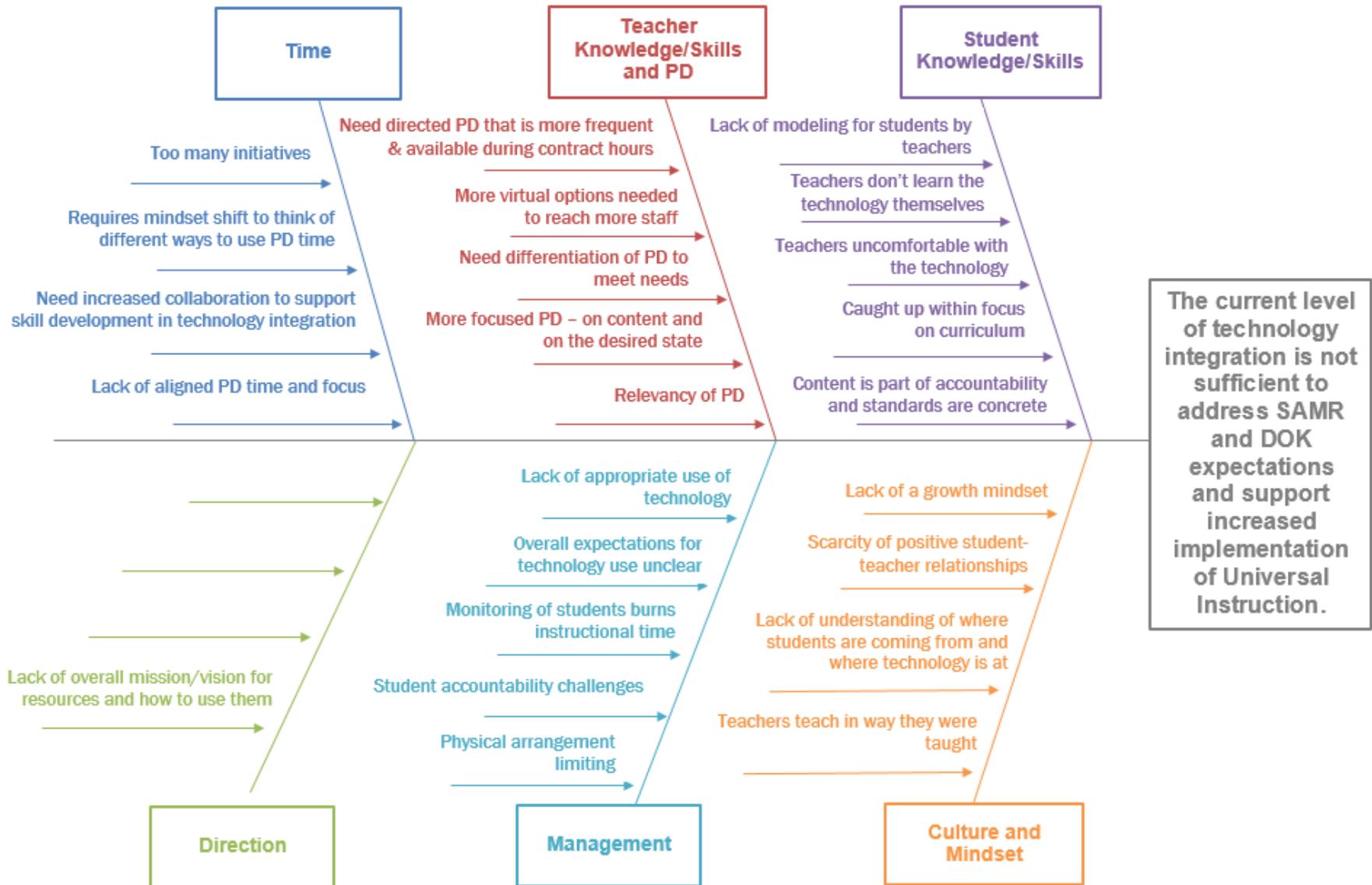
- Big investment in educational technology
- Recognition that ed-tech can enhance learning
- Challenge: how to support teachers use of educational technology?
- Focus on the rural context



NIC Work to Date

Root Cause Analysis

Fishbone Diagram



Theory of Action

Theory of Action

Program Inputs

What are the resources, personnel, and objectives that will lead to the outputs and outcomes?

- Common framework document.
- Webinar facilitated by AEA staff.
- Pre/postsurvey to measure understanding.
- Catalog of resources curated and aligned to SAMR.
- Resources to support use of SAMR.

Theory of Action

Program Activities

How will these resources, personnel, and objectives be deployed to students?

- Professional development.
- Walk-throughs (Look Fors).
- Ongoing coaching from AEA.

Theory of Action

Program Outputs

What kinds of consequences will the activities have? What kinds of processes are set in motion?

- Increased use of SAMR to guide instruction.
- Increased number of exemplars and models for each stages of the SAMR framework.

Theory of Action

Outcomes

How do the inputs, activities, and outputs relate to the ultimate desired outcomes?

- Common understanding of the SAMR framework.
- Common understanding of how the SAMR framework should be used to guide technology integration.
- Common understanding of what appropriate integration of technology with instruction looks like in practice.

Theory of Action

Program Targets: Initially, the NIC members are the targets. The AEA and NIC members will develop the common SAMR framework, webinar, and related tool (Look Fors) that will first be used by themselves and then rolled out to larger groups of teachers at each NIC school.

Program Goal: All teachers will demonstrate understanding of the SAMR framework and appropriate integration of technology in instruction by planning and developing instructional activities that reflect that understanding.

PDSA Cycles

Interventions and Outcomes

District	Intervention	Outcome measures
BGM Community School District	Developed and used a self-reflection activity, including new visual of framework for classroom teachers, to guide teachers in mapping existing lessons to SAMR framework.	Developed Google form to guide self-reflection activity and collect data on mapping.

Interventions and Outcomes

District	Intervention	Outcome measures
Dike-New Hartford Community Schools	Adapted coaching model to include identification and reflection of lessons using SAMR framework.	Adapted coaching tool to include baseline data as well as learning target; adding a new code for SAMR into tool.

Interventions and Outcomes

District	Intervention	Outcome measures
Northwood-Kensett Community School District	Developed and used a lesson plan guide to inform teachers in mapping existing lessons to the SAMR framework.	Developed short new survey and are adding specific questions related to the framework to the existing protocol for instructional coaches.

Panel Discussion: Practitioner Perspective on the NIC Process

Joanna Seymour

Technology Integrationist,
Dike-New Hartford Schools

Question and Answer Session

Additional NIC Resources

- REL Midwest Report – [Establishing and sustaining networked improvement communities: Lessons from Michigan and Minnesota](#)
- [REL Resource Roundup on NICs and Continuous Improvement Research](#)
- [Principal's Reflection on Participating in a REL Midwest NIC](#)
- [Podcast on REL Midwest NIC in Michigan](#)

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youtube.com/watch?v=AESDeq... #edresearch



Introduction to Research Alliances

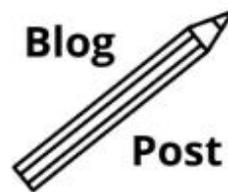
The Regional Educational Laboratory Midwest is committed to using research-based evidence in education. To support this, we lead a variety of resear...

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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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FeedbackSurveyCCSWebinar/](https://survey.airprojects.org/RELStakeholderFeedbackSurveyCCSWebinar/)

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