



Facilitator Guidance

Defining Your Approach to Implementing ESSA Evidence Standards

A Self-Guided Video Workshop

Objectives

This video is designed to help state education agencies (SEAs) and their educational partners reflect on and begin to design their context-specific approach to supporting local education agencies (LEAs) in their selection and implementation of interventions based on the evidence provisions in ESSA. Participants will:

- Reflect on their context and roles and responsibilities in supporting LEAs, and
- Begin to define the level of prescriptiveness they will take in their work with LEAs.

Audience

The target audience for this video-based workshop is state education agency (SEA) staff and representatives of state agencies tasked with supporting use of the ESSA evidence standards in selecting interventions.

Time

It is recommended you set aside approximately 60–90 minutes for this exercise. The video is a little over 8 minutes long and includes three places to pause and discuss with colleagues the prompts and questions posed in the video. Set aside an additional 30 minutes to one hour for the discussions. Additional time may be needed if the fourth set of prompts is discussed after the video ends.

Materials

- Handout – Continuum of SEA Approaches, see page 3 of this document
- You may want to download the WestEd *Evidence-Based Improvement Guide* and pay particular attention to Tool 3 at <https://www.wested.org/resources/evidence-based-improvement-essa-guide-for-states/>

Leading this conversation...

There are three places to pause the video for discussion and one post-video conversation. To follow are some instructions and tips for each discussion point. Give participants the Continuum of Approaches handout prior to starting the video. Encourage them to take additional notes on the handout especially as each approach is being described.

Discussion 1: What are our SEA roles and responsibilities? (Video timestamp 02:48)

- Prompt: Discuss the roles and responsibilities your division, department, or organization has in supporting evidence-based decisionmaking in LEAs.
 - What are the ESSA requirements for your specific program or funding stream?
 - What level of evidence is required for interventions in your program or funding stream, if applicable?
 - What is required in terms of SEA review and approval of plans for your program or funding stream?



- What are the implications for your SEA's role in supporting evidence-based decisions?
- Tip: Refer to ESSA evidence provisions and the specific requirements that apply to your department or division. Also refer to the WestEd *Evidence-Based Improvement Guide*. These questions align with Step 2 in Tool 3.

Discussion 2: How prescriptive do we want to be? (Video timestamp 5:56)

- Prompts: How prescriptive do we want to be as a state agency or representative of a state agency?
 - What authority does our SEA have under state laws, policies, and regulations?
 - What have our past approaches to providing guidance to LEAs in other programs or funding streams been?
 - What would we like to keep or change about how we approach providing guidance to LEAs?
 - What changes do we need to make to align with ESSA requirements?
- Tip: Be sure participants have the handout! Refer to the WestEd *Evidence-Based Improvement Guide*. These questions align with Step 3 in Tool 3.

Discussion 3: Scenario Discussion (Video timestamp 6:40)

- Prompt: From the approach we just identified, how would we respond to this scenario?
- Tip: If this is not a scenario that your team would typically address,
 - Ask participants to volunteer a scenario or situation (or come prepared with several ideas yourself) where the participants can see how their approach affects a decision.
 - Ask participants to consider how they would respond using each of the four approaches.
- Tip: Consider providing a copy of the scenario if the video screen is difficult for all participants to see.

Post Video Discussion: Next Steps

- Use the video segment from 7:20 to 7:45 to see the frame for this discussion.
- Prompt: Discuss some next steps and implications for your SEA's processes, policy, training, and communication around LEA evidence use.
 - How might we check if we have the internal capacity to carry out our selected approach?
 - What needs to be in place to carry out this approach?
- Tip: Refer to the WestEd *Evidence-Based Improvement Guide*. These questions align with Step 3 in Tool 3.

For more information, email RELWest@WestEd.org.

Continuum of SEA Approaches

Where do you place your SEA's approach to and support for LEAs in selecting evidence-based interventions?

