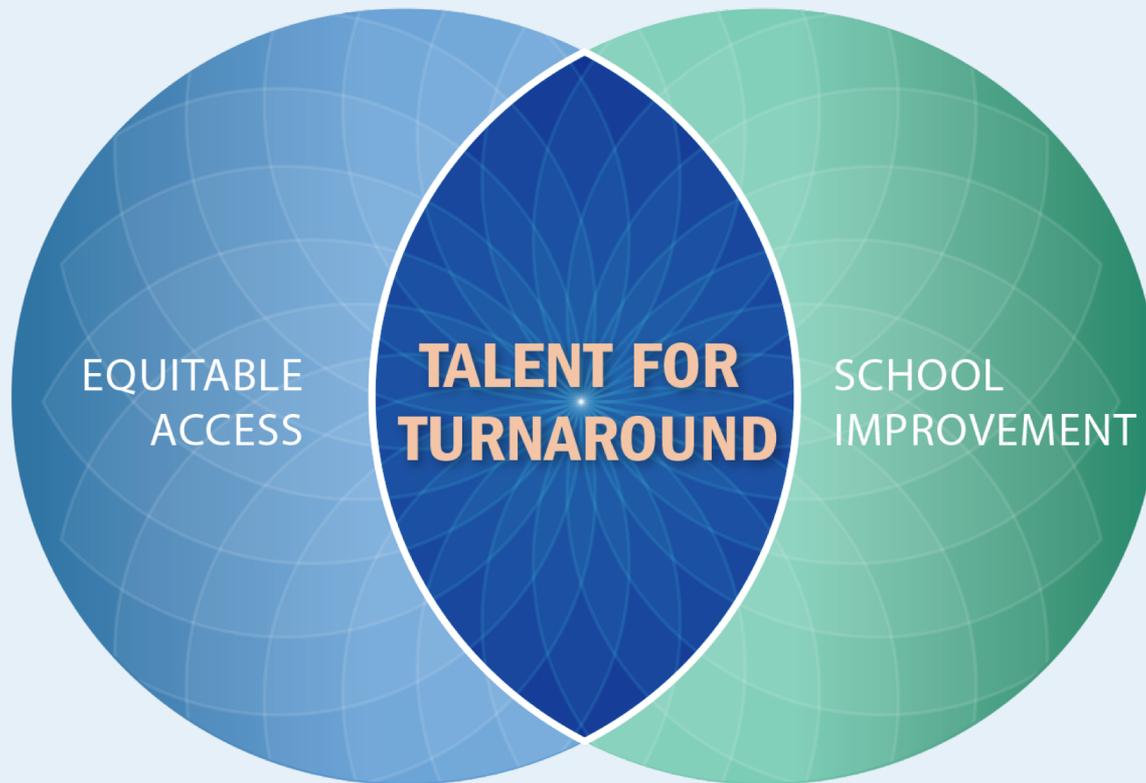


# T4TLA Community of Practice

## Session 1. Evidence Considerations for SEAs and LEAs



# Meet the Presenters



**Lenay Dunn**  
Center on School  
Turnaround

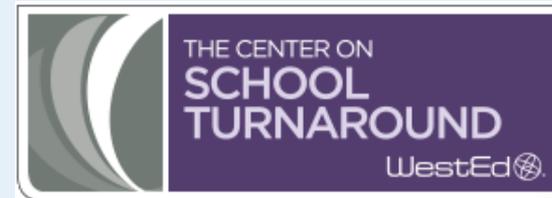


**Etai Mizrav,**  
Center on Great  
Teachers & Leaders

Center on  
**GREAT TEACHERS & LEADERS**  
at American Institutes for Research ■



**NORTHEAST COMPREHENSIVE CENTER**



# Introduction: Purpose of the T4TLA CoP

# Linking Equitable Access and School Improvement Efforts

**If we want** to ensure that students in our lowest performing schools are taught by **effective teachers** in schools with **effective leaders,**

**Then we need systems for** attracting, supporting, and retaining **educators** with the knowledge and skills required **to turn around low-performing schools.**

# Looking Back: The Evolution of the T4TLA Initiative

**National Meeting 1:**  
Needs assessment,  
root cause analysis  
**December 2016**



Launch Mentoring  
and Induction Affinity  
Group  
**Late 2017**



Launch  
T4TLA CoP  
**Spring 2019**

**May 2017**  
**National Meeting 2:**  
Strategy  
implementation  
support



**November 2018**  
**National Meeting 3:**  
Sustainability and  
scale-up



Ongoing Technical Assistance and Support from Regional and National Centers



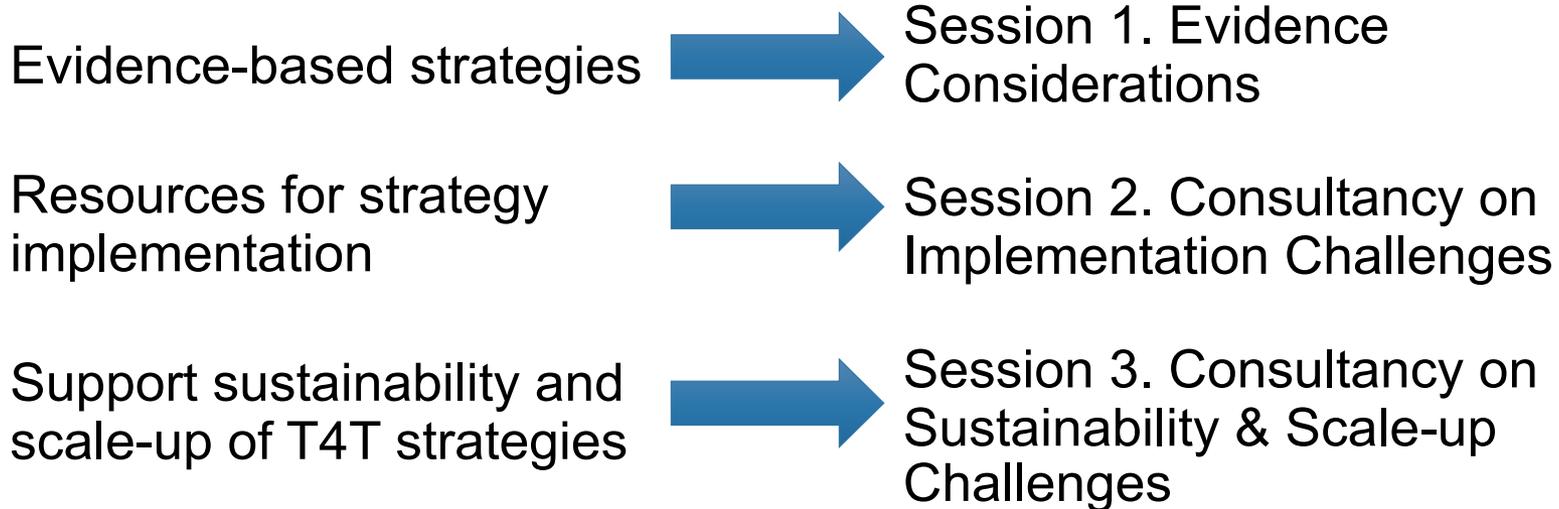
**TALENT FOR TURNAROUND**

EQUITABLE ACCESS | SCHOOL IMPROVEMENT

# How will this CoP meet T4TLA cohort needs?

**T4TLA Cohort Needs**  
(expressed at national meeting 3)

**CoP Objective:** Learn and collaborate to sustain and scale up T4TLA strategies.



# ESSA requires use of evidence-based strategies, activities and interventions

*How can states, districts and schools leverage this requirement to improve schools and close gaps?*

# Evidence-Based: Then and Now

NCLB: “Scientifically–based research” to choose programs with strong evidence

ESSA: Levels of evidence to inform choice of program or practice; local evaluation and building of evidence over time

# ESSA Evidence Levels

Statistically  
significant  
effect on  
improving  
student  
outcomes



To support the identification and selection of evidence-based interventions, the U.S. Department of Education developed four levels of evidence.

## Strong Evidence



STRONG  
EVIDENCE

Interventions with **strong evidence** have at least one experimental study that shows a statistically significant and positive effect without being overridden by other statistically negative evidence. The study must have a large, multisite sample with overlap in both population and setting.

## Moderate Evidence



MODERATE  
EVIDENCE

Interventions with **moderate evidence** have at least one quasi-experimental study that shows a statistically significant and positive effect without being overridden by other statistically negative evidence. The study must have a large, multisite sample with overlap in either population or setting.

## Promising Evidence



PROMISING  
EVIDENCE

Interventions with **promising evidence** have at least one correlational study that shows a statistically significant and positive effect without being overridden by other statistically negative evidence.

## Demonstrates a Rationale



DEMONSTRATES  
A RATIONALE

Interventions that **demonstrate a rationale** are those with a well-specified logic model informed by research or evaluation where relevant research suggests the likelihood of positive effect and a study of the effects will occur as part of the intervention or is under way elsewhere.

ESSA evidence standards:

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>



**TALENT FOR TURNAROUND**

EQUITABLE ACCESS | SCHOOL IMPROVEMENT

# Implications of “Evidence-Based”

Greater flexibility

Broader array of choices

Potential for better match to needs

Increased responsibility

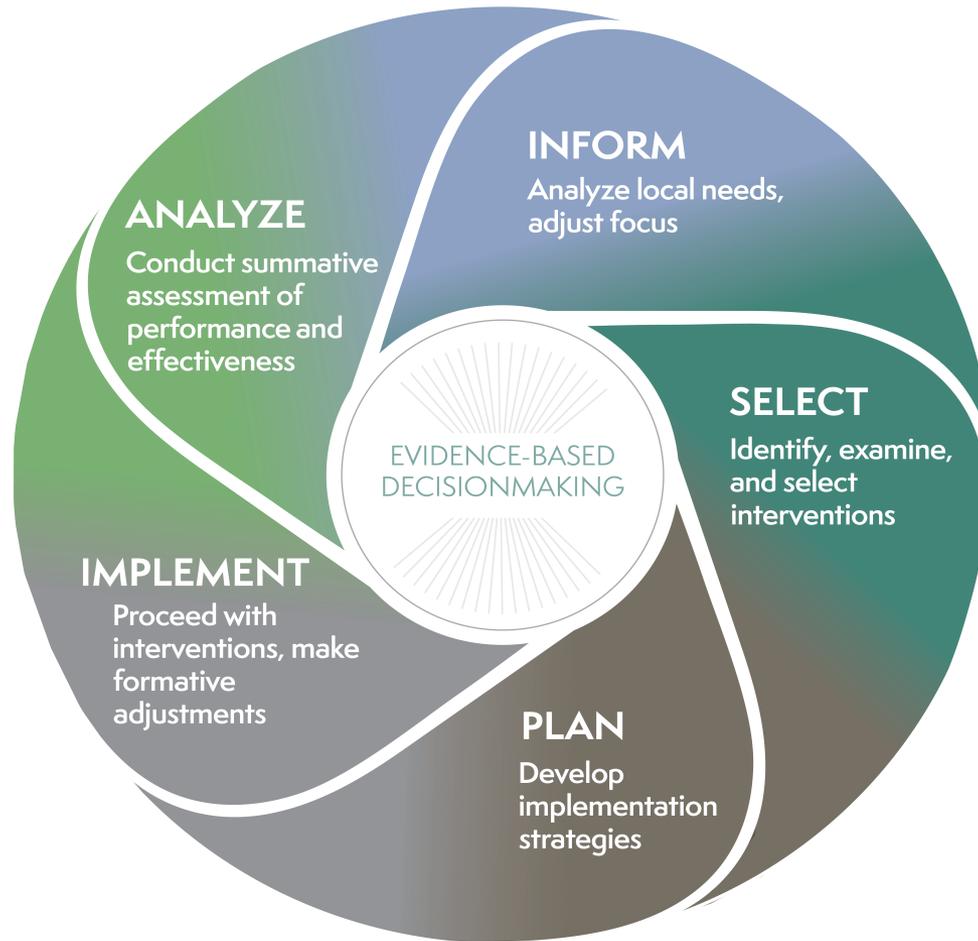
Need for guidance and support



# Poll

- We do not have a systematic process of identifying evidence-based strategies
- We have a process, but it is not based the ESSA levels.
- We have a process that is based the ESSA levels.

# Framework: Evidence-Based Improvement



Source: Hale, Dunn, Filby, Rice, & Van Houten, (2017). Evidence-Based Improvement: A Guide for States to Strengthen Their Frameworks and Supports Aligned to the Evidence Requirements of ESSA. *WestEd*.

# Cycle of Improvement: Key Questions & Steps

What is your process for engaging in evidence-based improvement planning and decision-making?

How is the use of research and data integral to each step?

What gaps are in your current process?

What supports does your SEA/LEA provide (or do you receive from the SEA/LEA) for each step of the continuous improvement process?

What changes or adjustments would improve your process?

# Reflection

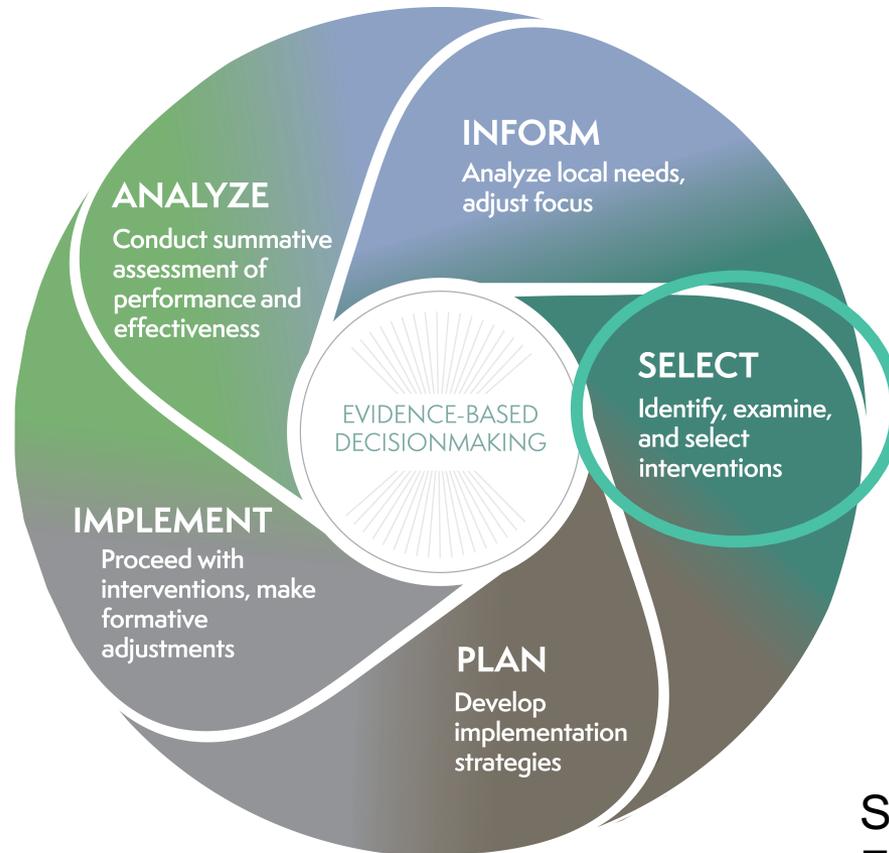
Does your SEA/LEA have a cycle of improvement in place?

How is evidence and data use embedded in the cycle?

How do you (or could you) apply this process in your mentoring and induction work?



# Framework: Evidence-Based Improvement



Source: Hale, Dunn, Filby, Rice, & Van Houten, (2017).

# Select: Key Questions

What are the most pressing problems or issues?

What key outcomes would you like to achieve?

What possible interventions might help achieve those outcomes?

# Select: Key Steps

Review available research

Determine the level of evidence for each study

Assess context of each study

Assess the cumulative body of evidence, both in general and specific to your context.

# Identifying Research

What Works Clearinghouse (WWC)

The screenshot shows the top navigation bar of the IES WWC What Works Clearinghouse website. It includes the logo 'IES WWC What Works Clearinghouse', a 'MENU' button, a search bar with a 'Search' button and a 'Go' button. Below the navigation bar is a green banner with the text 'Select topics to Find What Works based on the evidence'. The main content area features a grid of 12 topic icons with their corresponding labels: Literacy, Mathematics, Science, Behavior, Children and Youth with Disabilities, English Learners, Teacher Excellence, Dropout Prevention, Early Childhood (Pre-K), K-12 Kindergarten to 12th Grade, Path to Graduation, and Postsecondary.

IES WWC What Works Clearinghouse MENU Search Go

Select topics to **Find What Works** based on the evidence

- Literacy
- Mathematics
- Science
- Behavior
- Children and Youth with Disabilities
- English Learners
- Teacher Excellence
- Dropout Prevention
- Early Childhood (Pre-K)
- K-12 Kindergarten to 12th Grade
- Path to Graduation
- Postsecondary

# Identifying Research



[eric.ed.gov](http://eric.ed.gov)



[evidenceforessa.org](http://evidenceforessa.org)



[campbellcollaboration.org](http://campbellcollaboration.org)

# Reviewing Research Considerations

Bias

Research quality

Relevance

# SEA/LEA Considerations

What resources do you have to identify research?

How will you conduct research reviews? (There is no one way to conduct research reviews!)

What is the capacity of your SEA/LEA to conduct research reviews?

To what extent and how will the SEA/LEA judge the reviews of research/evidence?

# Reflection

How might this approach of identifying the need or desired outcome *before* choosing an intervention facilitate implementation of an EBP?

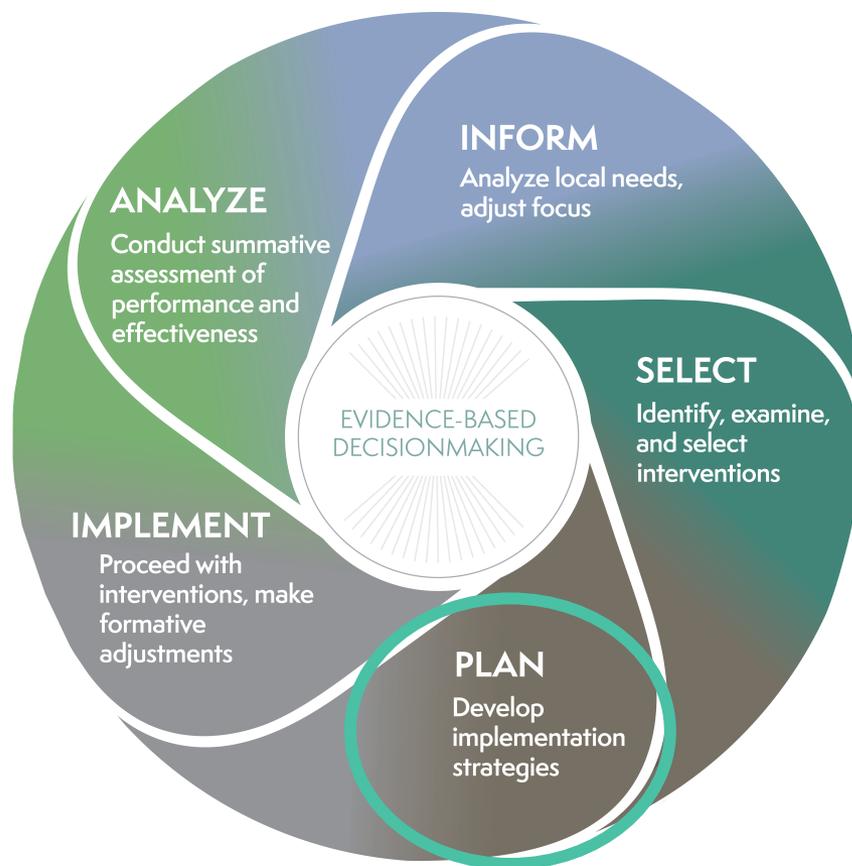
How have you used contextual considerations to inform selection of an EBP?

What are key considerations for your context?

How have these considerations influenced your selection of strategies?



# Framework: Evidence-Based Improvement



Source: Hale, Dunn, Filby, Rice, & Van Houten, (2017).

# Plan: Key Questions & Steps

How well will each strategy fit our context/setting?

What are the costs of implementing each strategy in our context/setting?

How feasible is the implementation of each strategy in our context?

# Considering Evidence through an Equity Lens

# Limitations of “Evidence-Based”

Focus on  
strength-not  
content

Not equity  
specific

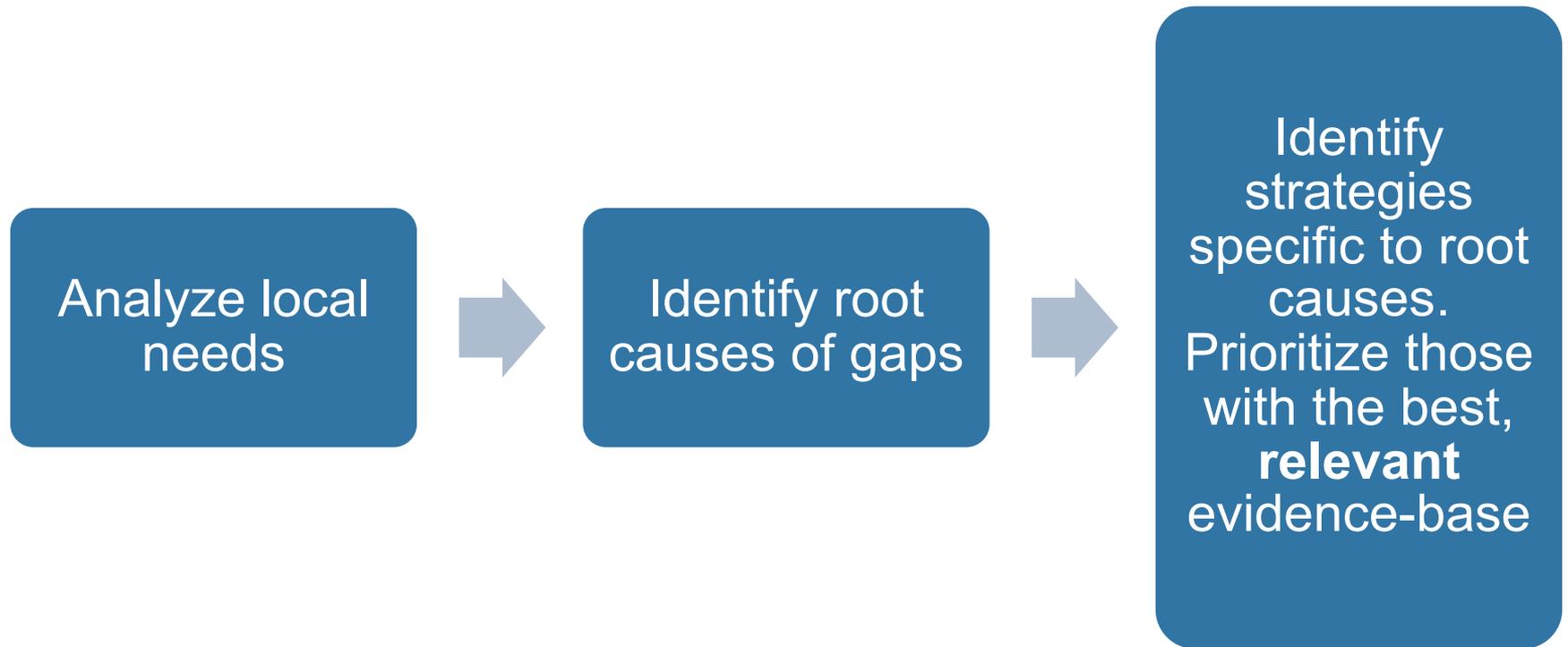
Disadvantaged  
groups  
underrepresented

# Why should evidence be specific to high-need context?

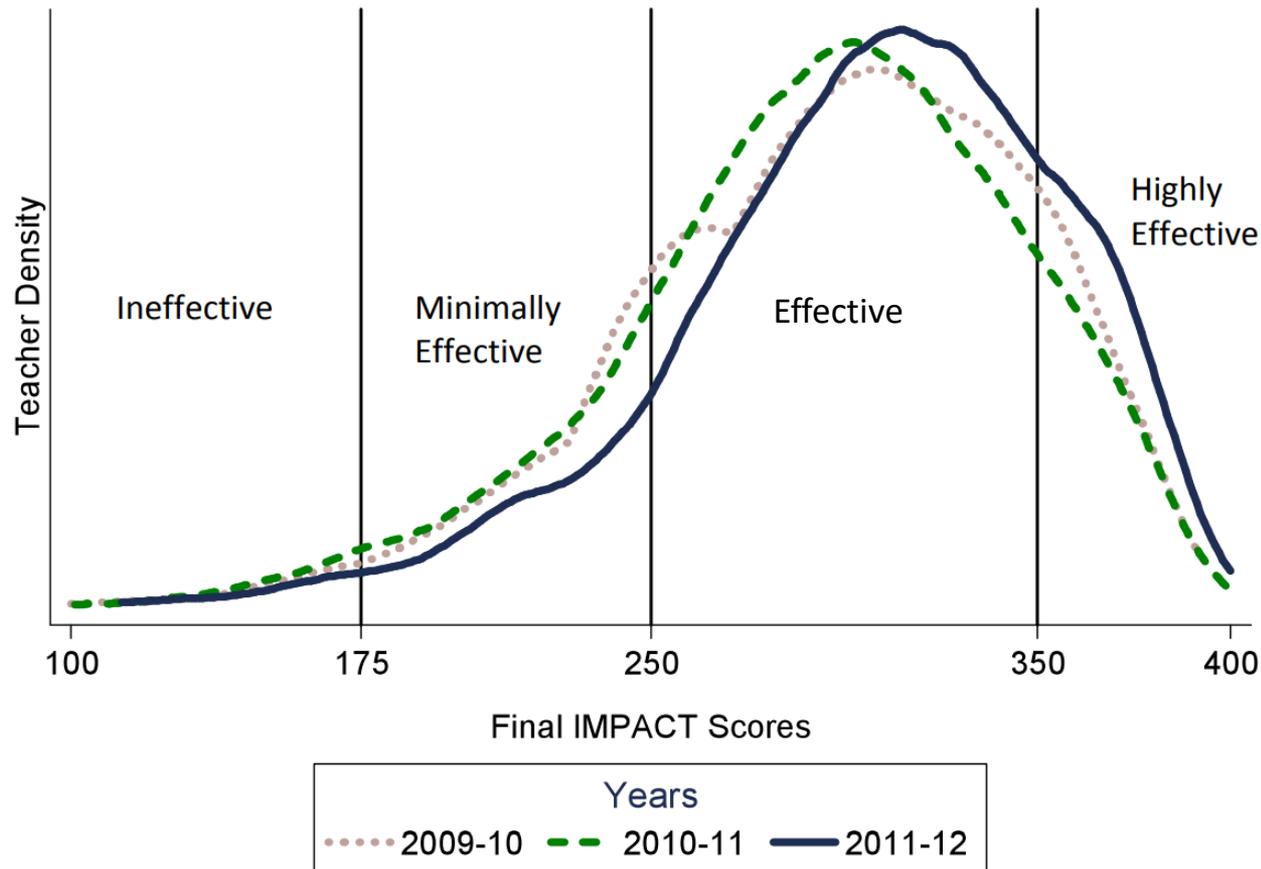
Practices that are shown to be effective on average, may not have the same impact on schools that are characterized by:

- Fewer resources
- Limited attention and capacity for new programs
- Many accountability and school improvement-related state programs and requirements
- Higher rates of novice teachers
- Lower rates of experienced effective teachers

# Process of Identifying Strategies



# Example: DCPS IMPACT Study



# Steps to Ensure Equity

- Prioritize measures of equity and measure your outcomes separately for different groups of students, particularly groups in minority (racial minorities, English learners, students with disabilities).
- Make sure that average improvements that could be driven by students at the top do not mask a negative impact on achievement gaps.

# Examples of Measures That Emphasize Equity Outcomes

- Utilization of programs in high-need schools
- Gains in the educator workforce diversity
- Closing of achievement gaps
- Closing of educator equity gaps
- Interviews with teachers and leaders in high-need schools

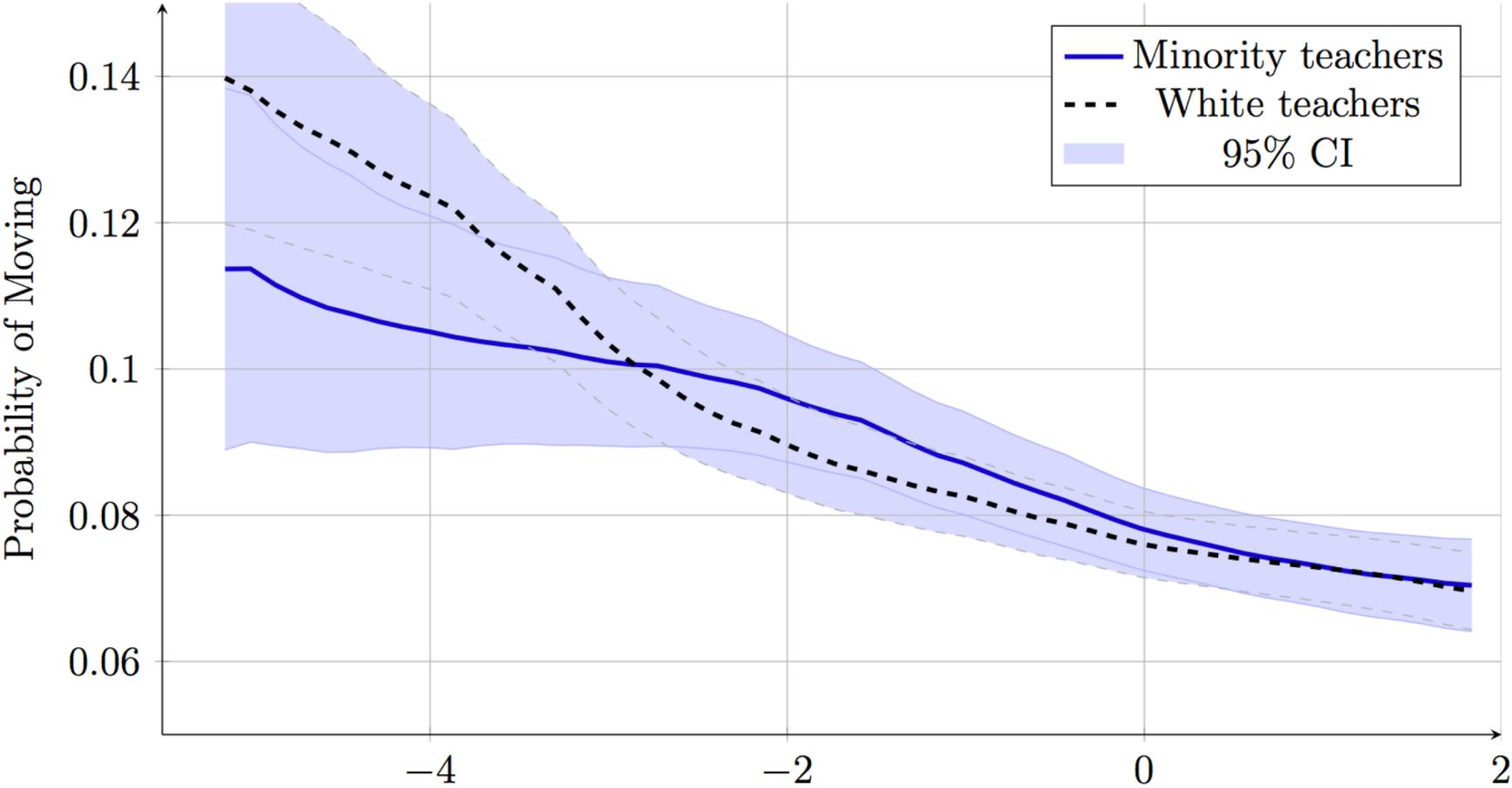
# Example: Mentoring

Bednar, S., & Gicheva, D. (2017). **Workplace support and diversity in the market for public school teachers.** *Education Finance and Policy*, 1-26. Chicago

## Abstract

Mentoring, and to a greater extent support from high-level administrators, has been shown to decrease worker turnover in general, but little is known about its differential impact on minority workers. Utilizing four waves of the Schools and Staffing Survey, we uncover a novel pattern of the effect of workplace support on turnover in the market for public school teachers. Support is most strongly associated with retention for minority teachers working in schools where minorities are under-represented. This effect is pronounced for teachers new to the profession and those in rural areas. This indicates that workplace support is essential in maintaining or growing minority representation in relatively less-diverse organizations.

(b) > 15% Minority Teachers in School



Administrative Support

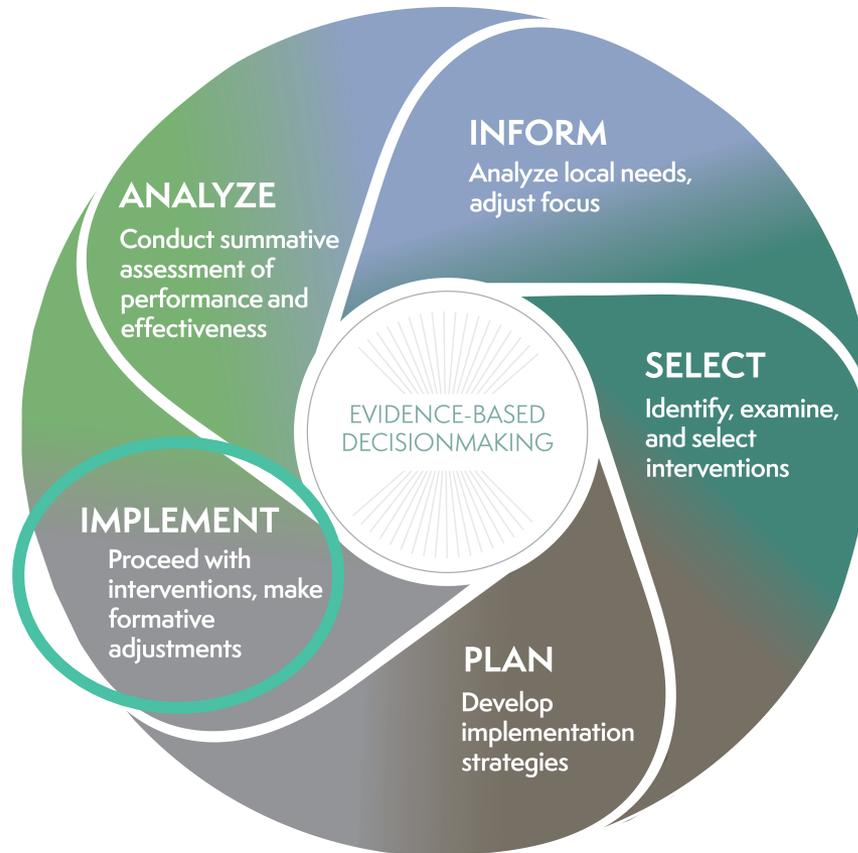
Bednar, S., & Gicheva, D. (2017). **Workplace support and diversity in the market for public school teachers.** Education Finance and Policy, 1-26. Chicago

# Reflection

What are the equity considerations in your state or district?

What components are essential in your evidence-base to close gaps?

# Framework: Evidence-Based Improvement



Source: Hale, Dunn, Filby, Rice, & Van Houten, (2017).

# Equity Considerations in Implementation

Monitor unintended consequences: Did the practice improve outcomes for the students who need it the most? Who were the beneficiaries of it?

**Often times, strategies that were intended to close gaps, are not utilized by our high-need schools and do not benefit them.**

# Ensure Equity Focus By...

## Identifying Need and Defining Equity Goals

Conduct a robust needs assessment to identify school-level root cause for low performance



## Identifying Equity-Focus Evidence Base

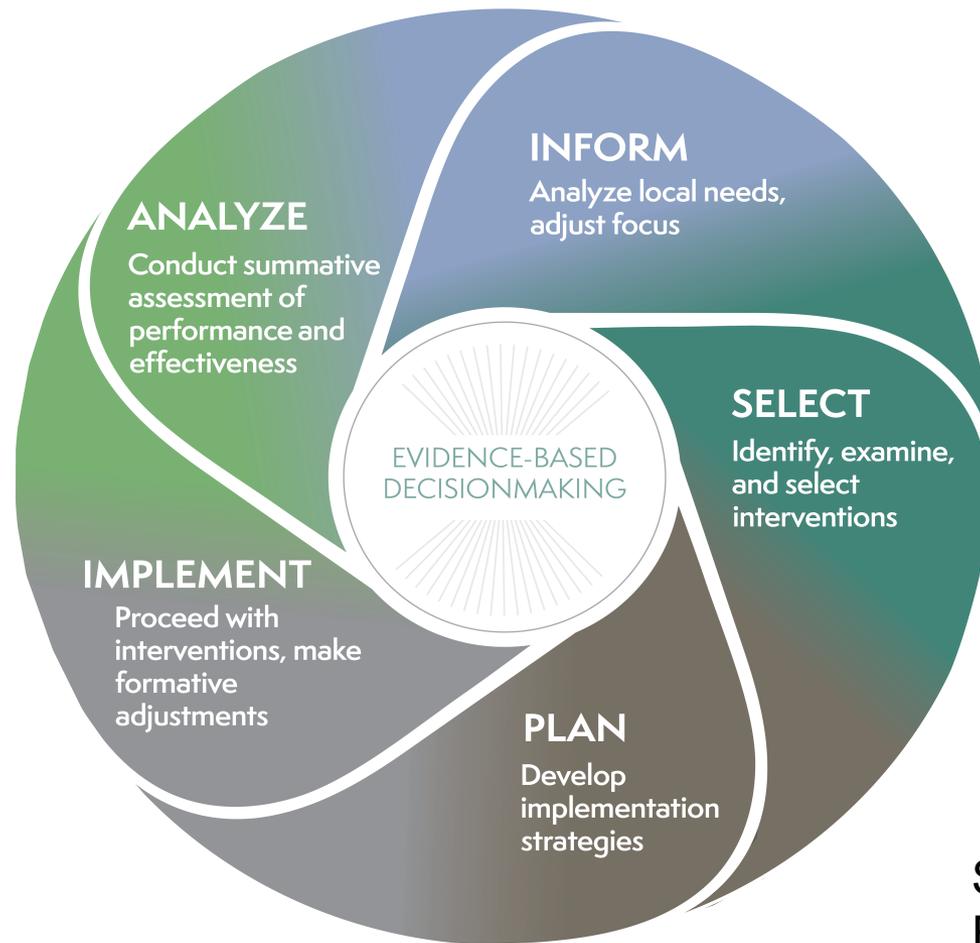
Select practices first by the content or fit of the evidence, and then by their strength. Ensure evidence for impact in disadvantaged setting



## Monitor Impact on High-Need Schools

Ensure that high-need schools are the main beneficiaries of the new practice

# Framework: Evidence-Based Improvement



Source: Hale, Dunn, Filby, Rice, & Van Houten, (2017).

# Implement and Analyze: Assessing Progress of EBPs

How well is this strategy working in our context?

Is the strategy being implemented and effective in high-need schools?

What factors are contributing to our results?

What data should we examine to assess this?

# Questions?

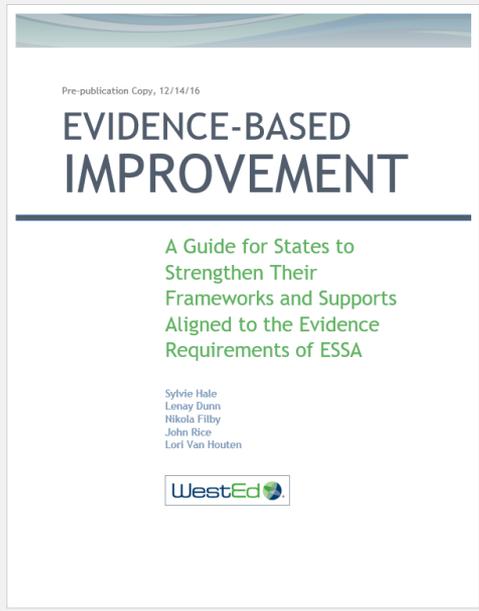
# Resources to Support Use of Evidence

# Evidence-based Improvement:

A Guide for States to Strengthen Their Frameworks and Supports Aligned to the Evidence Requirements of ESSA

## Authors:

Sylvie Hale, Lenay Dunn, Nikola Filby, John Rice, and Lori Van Houten



Access the guide here:

<https://www.wested.org/resources/evidence-based-improvement-essa-guide-for-states/>

# Evidence-Based Snapshot

A review of existing evidence for practice:  
Mentoring and Induction



## A Snapshot on Mentoring and Induction

**Figure 1. Levels of Evidence**

To support the identification and selection of evidence-based interventions, the U.S. Department of Education developed four levels of evidence.

The 2017 National Assessment of Educational Progress (NAEP) results confirm that the achievement gap remains one of the most persistent and challenging

Access the snapshot here:

[https://gtlcenter.org/sites/default/files/EvidenceBasedPractices\\_MentoringInduction.pdf](https://gtlcenter.org/sites/default/files/EvidenceBasedPractices_MentoringInduction.pdf)



# Looking forward to CoP Sessions 2 & 3

Collaborative inquiry consultancies

# Communities of Practice (CoP)

## Sessions 2 and 3

- **CoP #2 – May 13<sup>th</sup> – 12:00 – 1:30 p.m. ET**  
*Focus: Implementation*
- **CoP #3 – July 22<sup>nd</sup> – 12:00 – 1:30 p.m. ET**  
*Focus: Sustainability and Scale-up*

# **Communities of Practice (CoP)**

## **Sessions 2 and 3**

- **Participating teams will identify a front burner challenge or problem of practice**
- **Teams will be matched so that all teams will participate in consultancy in virtual break out rooms**

# Communities of Practice (CoP)

## Example Implementation Challenge

We have hired six of our teachers to serve as mentors/coaches to new teachers. These mentors are released from classroom duties and are primarily responsible to mentor and coach new teachers. Based on a recent survey, we learned that these teachers are only spending 40% of their available time working with new teachers. Our goal is that these teachers spend 80% of their time mentoring and coaching new teachers and 20% of their time designing and facilitating professional learning sessions for new teachers. When we probed a bit further, we learned that principals were pulling these teachers to do other administrative tasks.

***Request for feedback:*** We need to get back on track and would like to learn about strategies you have tried and/or would suggest to tackle this problem.



## **Lenay Dunn, PhD**

Center on School Turnaround, WestEd  
ldunn@wested.org

## **Etai Mizrav**

Center on Great Teachers and Leaders, American Institutes for Research  
emizrav@air.org