

# MCKA Documenting Evidence-based Teaching Practices

## Purpose

The purpose of this document is to provide guidance to schools seeking to document evidence-based teaching practices in their Comprehensive School Improvement Plans (CSIP).

## Background

Since 2010, the Kentucky Department of Education (KDE) has supported the use of high impact teaching practices through its [Characteristics of Highly Effective Teaching and Learning](#) (CHETL) initiative. The characteristics are divided into five components: learning climate, classroom assessment and reflection, instructional rigor and student engagement, instructional relevance, and knowledge of content. Spearheaded by KDE's Office of Teaching and Learning, the CHETL initiative is based off of an intensive and thorough literature review which has been recorded in six subject specific bibliographies: [arts and humanities](#), [career and technical education](#), [English/language arts](#), [mathematics](#), [social studies](#), and [technology](#).

In 2015, KDE's Office of Continuous Improvement and Support built upon the CHETL initiative through the Novice Reduction for Gap Closure program. Supported by Continuous Improvement Coaches, this program assists schools in creating and maintaining systems for deploying high impact teaching practices. Their work encourages schools to align teaching and leadership practices with one or more of six [Key Core Work Processes](#) (KCWP). While the KCWPs are not strategies or programs in and of themselves, they provide a framework upon which schools can build their own high impact teaching models. The Novice Reduction for Gap Closure program published a [whitepaper](#) that describes how the KCWP and the CHETL initiatives support one another and create a path towards comprehensive school improvement.

With KDE's implementation of the Every Student Succeeds Act (ESSA), schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI) are expected to document [evidence-based practices](#) in their CSIPs. These practices must meet the definition of an evidence-based practice as defined by ESSA. KDE asks schools to look beyond compliance to also consider other best-practice elements identified by the [Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#), specifically, an examination of local context and implications.

Since the inception of the CHETL and Novice Reduction for Gap Closure programs, many schools across the state have embraced these strategies for high impact teaching. Since these programs are well established and were heavily researched upon inception, KDE will not ask schools to investigate and record their own evidence should they implement parts of either of these programs into their improvement plans. Instead, schools are asked to reflect on three local context questions that round out the best-practice efforts described in the [Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#). Those questions can be found on the next page of this document. Upon completion, this document can be submitted as an attachment to the CSIP in eProve.

## Documenting Evidence-based Teaching Practices

**District:** Marion County

**School:** Marion County Knight Academy

**Identify the specific elements of the Characteristics of Highly Effective Teaching and Learning (CHETL) or Novice Reduction for Gap Closure programs being implemented as part of your Comprehensive School Improvement Plan (CSIP).**

The specific elements of the Characteristics of Highly Effective Teaching and Learning MCKA will focus on with our sub-group population is section two: classroom assessment and reflection. Teachers and students will collaboratively collect data and use it to reflect on the learning that is occurring. General Education and Special Education will use multiple methods to gather data for students with disabilities. Students' prior knowledge will be used to address misconceptions. Teachers will provide regular and timely feedback to students and allow students to use feedback to improve their work before grade is assigned. Students will be involved in self-assessment towards goals.

**Describe the efforts taken to ensure that the elements identified above will be implemented with fidelity.**

The methods taken to ensure that the elements identified will be implemented with fidelity will be schedule professional learning community meetings twice a month to gather data and use it to make inferences regarding student learning. Students will also be a part of the reflection process by looking at their own data and identifying next steps for growth. General education and special education teachers will meet once a month to review student progress, success, and concerns. Teachers will work together through collaboration and resource time to meet the needs of identified students.

**Describe the methods used to monitor and measure the effectiveness of your local implementation of the Characteristics of Highly Effective Teaching and Learning (CHETL) or Novice Reduction for Gap Closure programs.**

A progress monitoring tool will be added to the CSIP to record anecdotal notes, next steps, and data reflections. Students data will be progressed through MAP assessments (proficiency and growth), classroom assessments, common assessments, and Easy CBM.