

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.

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District: Henderson County

School: South Middle School

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).

South Middle School is implementing specific elements of the Characteristics of Highly Effective Teaching and Learning (CHETL) as part of our Comprehensive School Improvement Plan as follows:

1. Teachers encourage students to accept responsibility for their own learning and accommodate the diverse learning needs of all students.
2. Teachers use multiple methods to systematically gather data about student understanding and ability.
3. Teachers use student work/data, observations of instruction, assignments, and interactions with colleagues to reflect on and improve teaching practice.
4. Teachers revise instructional strategies based upon student achievement data.
5. Teachers provide meaningful learning opportunities for all students.
6. Teachers clarify and share with students learning intentions/targets and criteria for success.
7. Teachers select and utilize a variety of technology that support student learning.
8. Teachers use and promote the understanding of appropriate content vocabulary.
9. Teachers provide essential supports for students who are struggling with the content.

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

To ensure the elements identified above will be implemented with fidelity,

1. All certified staff will engage in a book study of *Formative Classroom Walkthroughs: How Principals and Teachers Collaborate to Raise Student Achievement* by Moss & Brookhart and participate in collaborative inquiry rooted in the formative walkthrough process.
2. Certified staff meet in data analysis teams on a regular schedule and use data from MAP, KPREP, CSA's and CFA's, IXL, AR/STAR to identify students' score ranges based on KAS in reading, math, social studies, writing, and science and develop and use differentiated strategies to meet the needs of diverse learners
3. Certified staff participate in embedded professional development on a regular schedule with the SMS Instructional Coach, SMS SPED Building Coach, and SMS Digital Learning Coach.
4. SMS Administration and the leadership team (principal, assistant principal, counselors, Instructional Coach, SPED Building Coach, and Building Digital Learning Coach will track/monitor/assess the implementation.

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

The methods used to monitor and measure the effectiveness of implementation of CHETL at SMS will be MAP data, STAR data, AR data, common formative and assessment data; formative walkthroughs including administrators, teachers, and district personnel; leadership team review of meeting agendas and minutes; KPREP results