

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: Breathitt County School District

School: Breathitt High School (SMS)

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).

Breathitt High School (SMS) will engage multiple stakeholders to achieve the school's purpose and direction through the development of shared vision and mission statements. A committee comprised of multiple stakeholder groups will be established in order to develop effective two-way communication and active and meaningful participation that will result in improved overall school culture. The National Institute for School Leadership (NISL) criteria will be used to ensure a vision is developed that is measurable, actionable, focused on results, leads to accountability and lends itself to a clear strategy for making the vision possible. NISL training and strategy implementation are known to positively impact student learning. A rigorous, quasi-experimental research study in 2011 by Johns Hopkins and Old Dominion universities evaluated 38 elementary and middle schools in Massachusetts that were led by NISL trained principals. "The results indicated that the NISL-led schools achieved statistically significantly higher student achievement in both mathematics and ELA versus the comparison group. The effect size was .14 in math and .11 in ELA. This translates into an average of more than a month of additional learning for all students in the 38 schools versus what would have been expected without the NISL EDP intervention." This work will ensure all stakeholders collect and analyze data to measure the effectiveness of engagement strategies as well as improve collective teacher efficacy by providing an aligned vision which will guide the turnaround work.

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

Breathitt High School (SMS) will be taking the following actions to ensure that the aforementioned elements, in regards to vision development, are implemented with fidelity:

1. Utilize appropriate NISL criteria to establish minimum expectation for quality assurance.
2. Administrative team will meet to develop an action plan to guide the work.
3. Establish protocols (committee development, surveys, social media, etc.) to monitor the effective implementation of the process.

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.

Breathitt High School (SMS) will use multiple methods to ensure fidelity and effectiveness of vision development. NISL training and strategy implementation will be used to establish criteria for effective vision development. The administrative team will monitor the timeline and completion of action steps through 30/60/90 day planning process. The committee along with the administrative team will collect and analyze data to evaluate the effectiveness of vision development and two-way communication processes and protocols using a Plan, Do, Study, Act (PDSA) model.