

# 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:** Breathitt County

**School:** Breathitt High School (Sebastion 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).**

Breathitt High School (SMS) will be including daily formative assessment measures within lesson planning practices to include "Before, During and After" learning in the Direct Explicit Instruction model (DEI). This practice is known to positively impact student learning, as evidenced by the ongoing research of Professor John Hattie and his Visible Learning Associates. The strategy of primary focus for this continuous improvement cycle is formative assessment (Effect Size .48) throughout direct/explicit instruction (Effect Size .60). The focus of turnaround efforts will ensure instructional modifications are made based upon evidences gathered from these measures. Resource: Embedded Formative Assessment, Dylan Wiliam. Professional learning opportunities will be provided on effective use of daily formative assessment which will promote successful implementation of (DEI).

**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 formative assessment integration, are implemented with fidelity:

1. Utilize prioritized KCWP Design and Deliver Instruction to establish a baseline for quality assurance and continuous improvement need.
2. Meet with Leadership team to develop an action plan for the work of Visible Learning to embed effective formative assessment practices into (DEI) implementation.
3. Establish protocols (PLC, Walkthrough, Lesson Plan Review) to monitor effective implementation of Formative Assessment within (DEI).

**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 formative assessment practices within the (DEI) model. The Classroom Core Instruction Diagnostic and School-wide Core Instruction Diagnostic Tool (provided by the Novice Reduction for Gap Closure Initiative) will be utilized to establish a baseline and performance trajectory. These tools will additionally be utilized for monitoring specified strategies on a quarterly basis through walkthroughs conducted by school leadership. PLCs will document discussions on the successes and barriers related to implementation and share student Plus/Delta feedback to assist with instructional planning within weekly PLCs. Teachers will analyze daily formative assessments to adjust the delivery of instruction, and will be provided coaching and professional learning to support fidelity of strategy implementation. The administrative team will monitor completion of 30/60/90 day activities related to this strategy.