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 District

School: Breathitt High School (Sebastian 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 implementing the DuFour model for professional learning communities where teachers work together to achieve their collective purpose of learning for all. Every teacher will participate in an ongoing process of identifying the current level of student achievement, establishing a goal to improve the current level, working together to achieve that goal, and providing periodic evidence of progress. The focus of turnaround efforts will target curricular and instructional adjustments based on assessment data and identification of a problem of practice.

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 curricular and instructional adjustments based on assessment data and problem of practice integration into the PLC process, are implemented with fidelity:
1. Utilize prioritized KCWP of Design and Deliver Instruction to establish a baseline for quality assurance and continuous improvement needs,
2. Revise the PLC protocol to ensure curricular and instructional adjustments are occurring based on data analysis, identification of problem of practice, and next steps during PLCs and administrative team meetings support school-wide implementation efforts, monitoring of next steps and identify teachers for individualized coaching and support.

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 curricular and instructional adjustments based on assessment data and problem of practice implementation into the PLC protocol and daily lesson planning. PLCs will document data analysis and discussions on the problem of practice. Curricular and instructional adjustments will be documented in the next steps of the minutes. Teachers will use data analysis, problem of practice and next steps to inform lesson planning during collaborative planning time.   Administrators will monitor formative and summative assessment data, longitudinal data, next steps of PLC, analysis of walkthrough data, lesson plans and coaching supports.