

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 be implementing high yield instructional strategies known to positively impact student learning, as evidenced by the ongoing research of Professor John Hattie and his Visible Learning Associates. The high yield instructional strategy of primary focus for this continuous improvement cycle is direct/explicit instruction (Effect Size .60). Turnaround efforts will focus on standards-based learning targets, success criteria and clearly communicating the learning intention before, during and after learning. A book study will be conducted with teachers and professional learning opportunities provided on the effective use of standards-based learning targets, success criteria and clearly communicating the learning intention 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 standards-based learning targets, success criteria and clear communication of learning intention integration in DEI, are implemented with fidelity:

1. Utilize prioritized KCWPs of Design and Deliver Standards and Design and Deliver Instruction to establish a baseline for quality assurance and continuous improvement needs,
2. Meet with instructional team to develop an action plan for the work of Visible Learning and planning for high yield strategy implementation,
3. Establish protocols (Collaborative Planning, PLC, Walkthrough, Lesson Plan Review) to monitor effective implementation of standards-based learning targets, success criteria and clearly communicating the learning intentions 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 standards-based learning targets, success criteria and clearly communicating learning intention implementation within Direct Explicit Instruction. 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. During collaborative planning, teachers will document deconstruction of standards into standards-based learning targets and develop success criteria in lesson plans. PLCs will document discussions on the successes, continued needs and next steps related to implementation and share student Plus/Delta feedback to assist with instructional planning within weekly collaborative planning sessions. The administrative team will utilize the

walkthrough protocol/monitoring tool to collect and analyze implementation evidence and provide feedback with next steps. The administrative team will monitor completion of 30/60/90 day activities related to this strategy.