

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: Martin

School: Sheldon Clark High 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).

Sheldon Clark High School will be implementing high yield instructional strategies know to positively impact student learning as evidence by the ongoing research of Professor John Hattie and his Visible Learning Associates. The high yield instructional strategies of primary focus for this continuous improvement cycle include, but are not limited to, Effective feedback – teacher/students creating a culture of feedback including teacher-to-student, student-to-student, and student-to-student, that is timely, actionable, and learning-centered. Also classroom discussion will be focused on – teachers/students implementing structures and strategies for rich classroom discourse that enhance and support metacognition and deep learning. (CHETL) Additional strategies will include the implementation of Mastery Prep for math with our special education (TSI) population. MasteryPrep works with school districts to aid academically struggling students studying for the ACT. It is a very different provider of high-stakes test preparation. While most test prep is designed for a school's highest achievers, MasteryPrep's is designed for the learners who are falling behind. Backed by Carnegie Mellon University (CMU), Acrobatiq is a learning optimization company building on CMU's strengths in cognitive and learning science, and applied research in technology-enabled learning from CMU's pioneering Open Learning Initiative. Hundreds of districts have achieved success in their underperforming students by increasing scores three points by utilizing Mastery Prep. (Novice Reduction for Gap Closure). Another strategy that is going implemented is utilizing Simple K-12 to personalize professional development based on each teacher's professional growth plan. Simple K-12's mission is go help educators inspire their student, engage their learners, perfect their craft, and share their experiences to assist others to do the same. Simple K-12 helps motivate, inspire, and enrich more than 600,000 teachers/year. It consists of award winning webinars from real teachers and expert educational consultants and a community full of like-minded educators.

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

Sheldon Clark High School will be taking the following actions to ensure that the aforementioned elements in regards to high yield instructional strategy integration are implemented with fidelity. Utilize prioritized KCWPs of Design and Deliver Instruction and Design and Deliver Support to establish a baseline for quality assurance and continuous improvement needs. Establish ongoing professional learning support through collaboration with KDE's continuous improvement coaches, Kim Cornett, Kelley Mills and Ashley Hill. Initial walk-throughs with the continuous improvement coaches, district and school leadership team will be conducted February 6, 2019. On February 13th, coaches will meet with all faculty members following school to provide constructive feedback. A follow-up walk-through will be conducted with coaches and leadership teams on February 27, 2019, followed by a debriefing meeting after school. Mastery Prep Math has been purchased. Professional development of both our math special education teacher and general education math teacher is scheduled for December 18, 2018. Working collaboratively

with our professional development/teacher mentoring school-wide committee, Simple K-12 has been implemented to be utilized during professional learning days or non-traditional instruction days for teachers to obtain professional development beginning November 5, 2018. Based on Google surveys, personalized learning webinars and sessions are set up individually or in groups during these times. Sign-in sheets are maintained for each session and discussion of content follows each session with participating teachers.

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.

Multiple methods will be utilized to ensure fidelity and effectiveness of high yield instructional strategy implementation at Sheldon Clark High School. Key Core Work Process Diagnostic (provided by the Novice Reducaton for Gap Closure Initiative) will be utilized to establish a baseline and performance trajectory. These tools will additionally be utilized for monitoring specified strategies through ELEOT and Assessa walk-throughs conducted by continuous improvement coaches and school leadership. PLC's will document discussions on the successes and continued needs related to implementation and share student Plus/Delta feedback to assist with instructional planning within weekly PLC's. Monthly strategy implementation checks will be conducted, utilizing a tool collectively developed by the instructional team which prescribes look-fors during lesson delivery. Teachers will utilize the tool as a rubric to ensure that planning efforts are thorough and scaffolded to address the diverse needs of learners. Teachers will analyze daily formative assessments to adjust the delivery of instruction, and will be provided opportunities to team teach to support professional growth, fidelity of strategy implementation, and propel Collective Teacher Efficacy.