

➤ Welcome and Introductions

Please drop in the chat:

- Your name, role, and organization
- One thing you're hoping to come away with from attending these sessions

Rename:

First Name, Last Initial, Organization

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➤ About the RESTART Network



The PreK–12 Research on Education Strategies to Advance Recovery and Turnaround (RESTART) Network coordinates research activities across **five** Institute of Education Sciences (IES)-funded research teams to support **learning recovery** for students as the COVID-19 pandemic subsides.

The RESTART Network provides national leadership on learning acceleration and recovery from pandemic-induced learning loss, sharing findings from the network with education agencies across the United States to support the use of evidence-based strategies for recovery.

➤ RESTART Network Research Teams



➤ Key Activities Led by the RESTART Network



Facilitate **convenings** of participating research teams in the PreK–12 RESTART Network and **support training** of early career researchers across the Network.



Conduct a **scan and synthesis** of recovery strategies.



Convene a national forum of diverse stakeholders who will provide input and feedback to the Network.



Enact a **multifaceted dissemination strategy** to share the Network's findings with researchers, practitioners, policymakers, and the public.

Early Career Researcher Writing for Policy Training Series

Session 1

Laura Booker

Nate Schwartz

February 2024

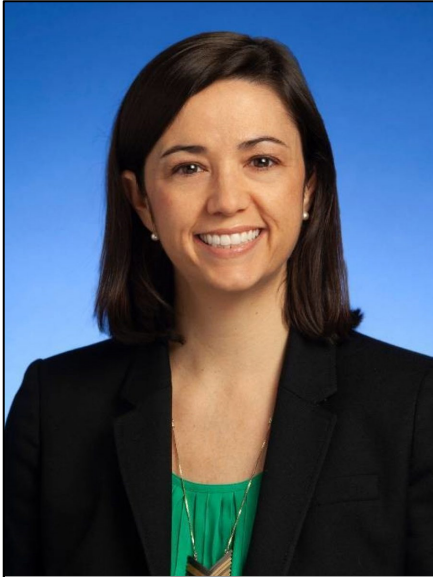


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➤ Agenda

1. Welcome and introductions
2. Stakeholders
3. Products
4. Application
5. Closing

➤ Introductions



Laura Booker
Executive Director
Tennessee Education Research Alliance
Vanderbilt University



Nate Schwartz
Director of Applied Research
Annenberg Institute at Brown University

➤ Session 1 Introduction

“The window of time in which people pay attention to findings of a research study can be very short. Yet, it requires considerable time for educators to grapple with the importance of the findings, their potential implications, and what those implications mean for day-to-day work. [The Chicago Consortium] seeks to extend the time that the results research are considered, first by building coherence across studies and second by developing indicators that keep those ideas on the agenda while individualizing those concepts for schools.”

—Roderick, Easton, & Sebring,

2009

Roderick, M., Easton, J. Q., & Sebring, P. B. (2009). *The Consortium on Chicago School Research: A New Model for the Role of Research in Supporting Urban School Reform*. Consortium on Chicago School Research. 1313 East 60th Street, Chicago, IL 60637.

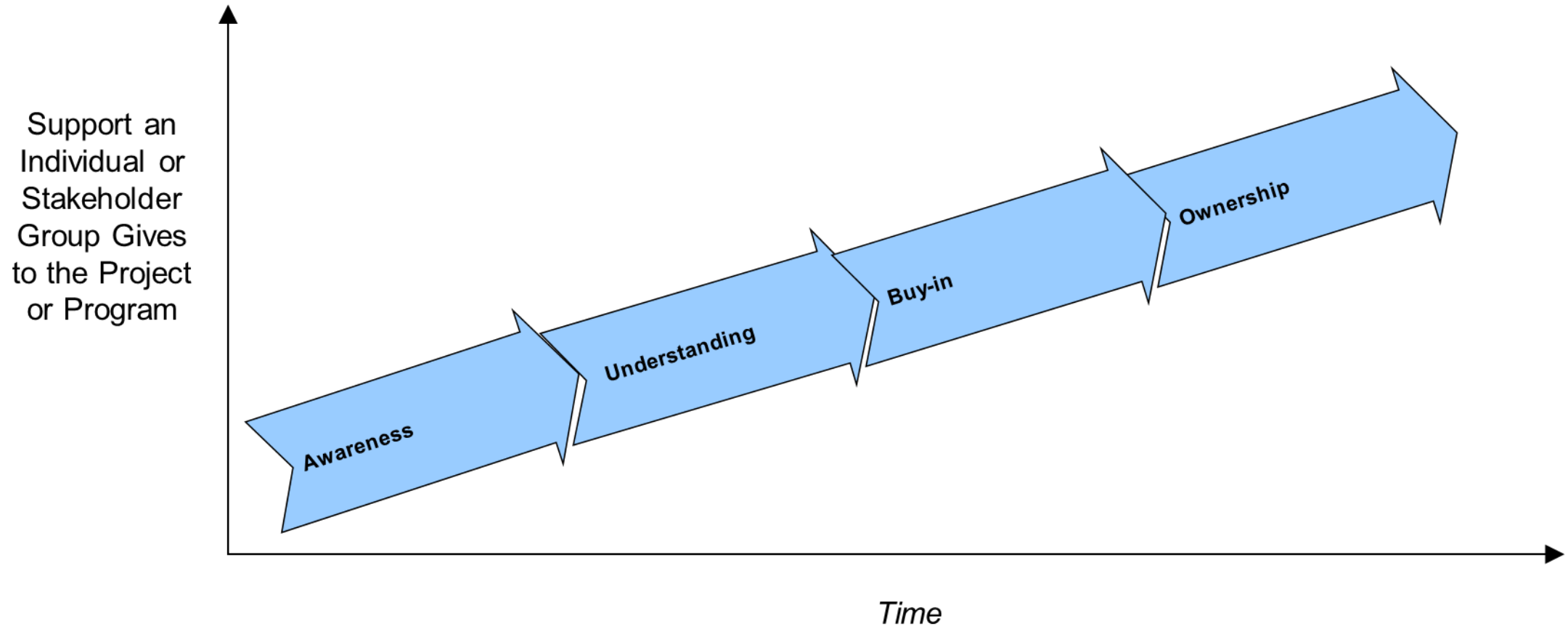
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Stakeholders

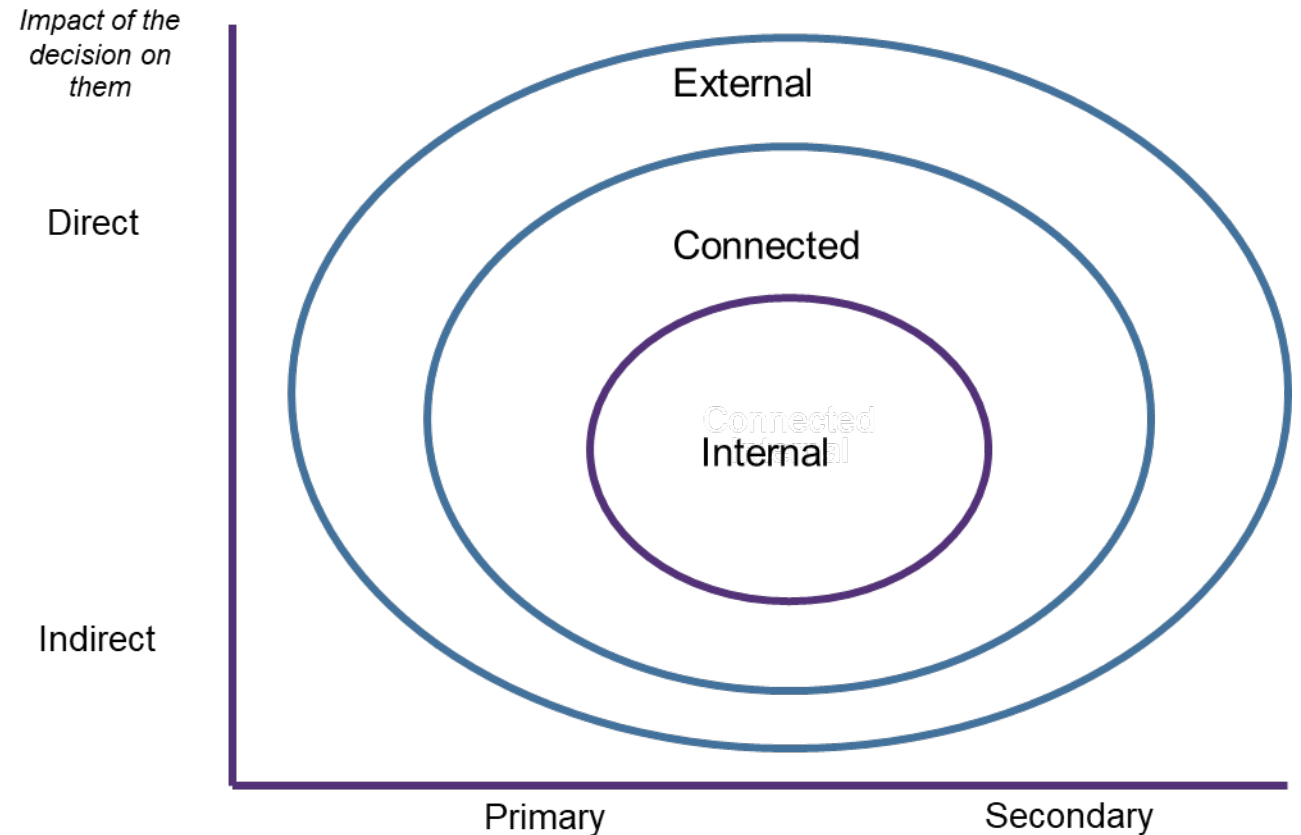
Change management starts with the end in mind and focuses ➤ on understanding and communication.



Source: Deloitte, Gordon, Jeanie Duck, 2001, DMC

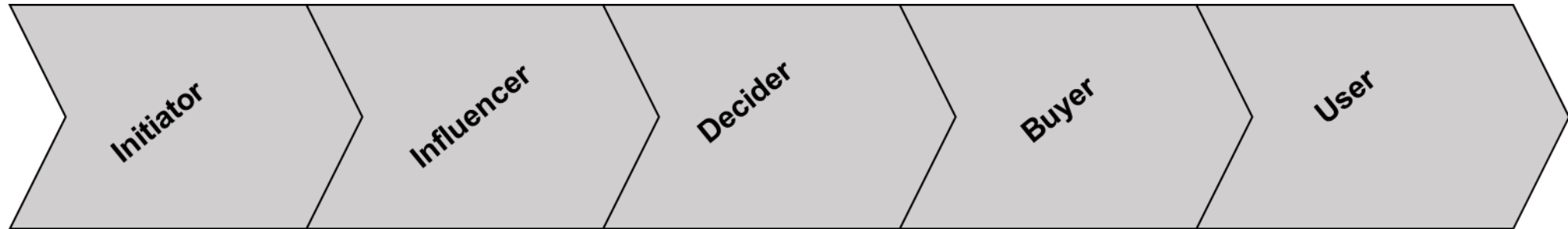
Consider who can affect or be affected by anticipated outcomes.

- Who could affect this decision, its implementation or its outcome?
- Who could be affected by this decision?
- Who may experience harm from this decision?
- Who may stand to benefit from this decision?



Source: Berends & Rousseau, 2018

➤ Stakeholders have different roles.



- Who is the “Demand Maker”?
- Who made this a priority?

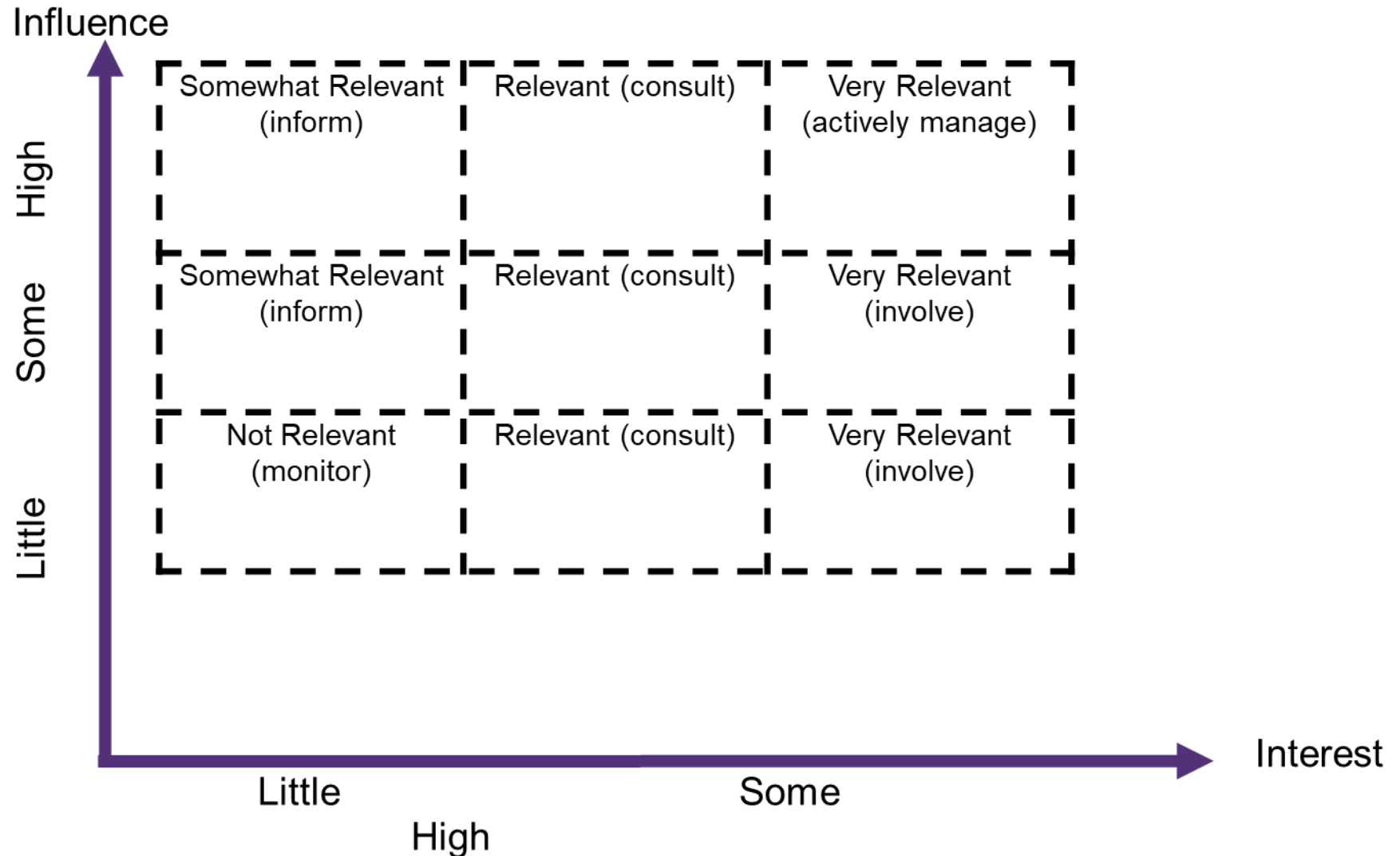
- Who influence the outcome?
- Who can derail the process?
- You are almost by definition an “influencer” – who are the others?

- Is the ultimate decision maker the same as the initiator?
- Who is it?
- What is their relationship with the other of the five groups?

- Who is actually the key “customer” that you will need to make happy?
- For instance, who is the senior executive directly accountable for the project?

- Who will be using the service?
- For example, will Principals need to adopt a new process?
- How does a “customer service” orientation make you think differently about those stakeholders?

➤ Stakeholders have varying interest and engagement.



Source: Berends & Rousseau, 2018

➤ At the start of projects, involve partners in listing your stakeholders.

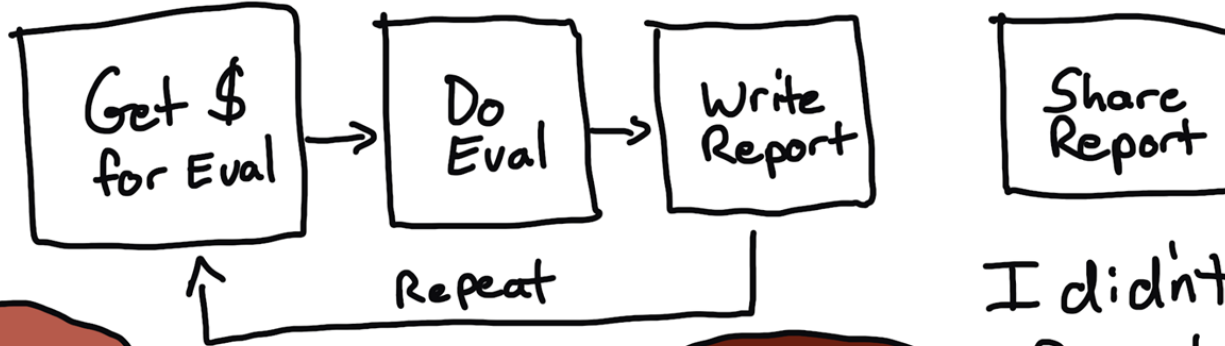
Stakeholder name	Stakeholder category	Influence	Interest or perspective	Role in evaluation/ research
May be individual or group	Primary, secondary, tertiary? Role in program?	Connection to decision making?	How might they use or be affected by the research findings?	How might they participate or have a role in the research?

➤ Questions for Stakeholders

- Why is the research needed? What do you **hope to learn**?
- What **decisions** do you want to make based on findings?
- What are the most **important questions** for the research to answer?
- What are the program/policy goals and objectives? If the program/policy was working well, what would that look like? [if an evaluation]

Evaluation Process

You forgot to connect to share report.



I didn't forget, just being realistic.



freshspectrum

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Building the Right Products

➤ Definitions, Part One: Study Types

Study Type	Key Questions
Landscape or Diagnostic Study	<ul style="list-style-type: none"> • How does the problem vary across students, schools, geographies, etc.? • Where is it most and least concentrated? • What does this imply for policy levers and stakeholder involvement?
Bright Spot Analysis	<ul style="list-style-type: none"> • Where are the places seeing the best results or unexpected successes? • How do the people in those places explain their success and how does this differ from similar but less successful places?
Take-Up Study	<ul style="list-style-type: none"> • What was the program aim and intended reach? • Who is taking part in a program? • Are these the intended participants? • What factors contribute to program reach and potential missed opportunities?
Implementation Study	<ul style="list-style-type: none"> • What is actually taking place across students or schools? • How are participants experiencing the program or issue? • Are expected things changing in expected ways?
Impact Evaluation	<ul style="list-style-type: none"> • Does a particular intervention make a causal difference to short- or long-term outcomes?

➤ Definitions, Part Two: Product Types

Product Type	Interesting examples
Research presentations	➤ OSSE slide deck on improving outcomes for students with disabilities
Research briefs, reports, and frameworks	➤ WEPC pandemic disenrollment summary brief ➤ TDOE framework for high school AP-readiness
Contrasting case studies	➤ TDOE tale of two classrooms ➤ RTI² Implementation and Student Learning
Synthesis and recommendations	➤ EdResearch for Action brief : Increasing Teacher Preparedness through Effective Student Teaching ➤ TNTP's The Opportunity Myth
Explainers, op-eds, podcasts, etc.	➤ David Deming on college admissions

➤ Discussion Questions

What kinds of products do you produce? How are these products meant to be used?
How are you determining what products you create?

Is there a communication product (not necessarily from your work) that you have encountered and been particularly excited about? Why?

Study Types

Landscape or Diagnostic Study

Bright Spot Analysis

Take-Up Study

Implementation Study

Impact Evaluation

Product Type

Research presentations

Research briefs, reports, and frameworks

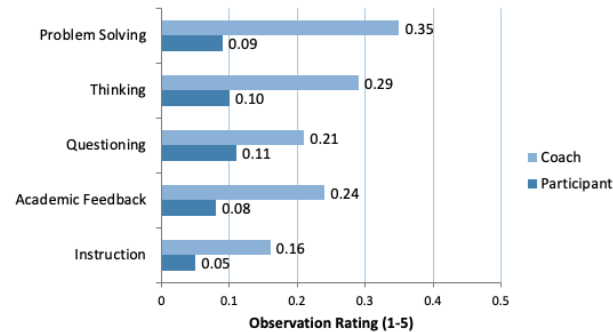
Contrasting case studies

Synthesis and recommendations

Explainers, op-eds, podcasts, etc.

Policy memos, technical appendices, and presentations have different audiences.

Participants were estimated to improve about a tenth of a point compared to non-participants.



What do these findings mean?

- For participants, the estimated difference in observation scores were equivalent to about **half of the gains** made by teachers between their first and second year of teaching
- Participants' gains in effectiveness translate into the equivalent of approximately **one extra week** of learning for each of their students

The Impact of the 2012 TNCore Math Training on Teaching Practices and Effectiveness

OFFICE OF RESEARCH AND POLICY
POLICY BRIEF NOVEMBER 2013

Tennessee Department of Education
Common Core State Standards
Math: 1st Grade
Summer 2013 Training

Tennessee Department of Education

The Impact of the 2012 TNCore Math Training on Teaching Practices and Effectiveness

TECHNICAL APPENDIX

Model for Method 1: Controlling for Past Performance

$$Y_i = \beta_0 + \beta_1 Coach_i + \beta_2 Participant_i + \beta_3 Prior Performance_i + \beta_4 Beginning Teacher_i + \epsilon_i$$

Y_i represents an individual teacher's 2012-13 score on either a component of the TEAM rubric or TVAAS. The coach and participant variables indicate whether the teacher was a 2012 math Common Core coach or participated in the summer 2012 TNCore Training. Prior performance represents a teacher's 2011-12 score for the outcome variable. ϵ_i represents all other factors that affect the outcome including measurement error. The beginning teacher variable indicates whether a teacher was in their second or third year of teaching¹. Results are shown below. Each column represents a separate regression model. Standard errors were clustered at the teacher level.

Results for Method 1: 2012-13 Classroom Instructional Practices and Teacher Effectiveness for Coaches and Participants Compared to Non-Participants

	Problem Solving	Thinking	Questioning	Academic Feedback	Instruction Domain	TVAAS ²
Coach	0.31** (0.07)**	0.28** (0.08)**	0.24** (0.07)**	0.22** (0.06)**	0.12** (0.04)**	0.22** (0.08)**
Participant	0.07** (0.02)**	0.08** (0.02)**	0.06** (0.01)**	0.08** (0.02)**	0.05** (0.01)**	0.08** (0.03)**
Past Performance	X	X	X	X	X	X
Teacher Experience	X	X	X	X	X	X
Observations	9636	9314	9314	9313	9640	5081

^{*} $p < 0.10$, ^{**} $p < 0.05$, ^{***} $p < 0.01$, ^{****} $p < 0.001$

Model for Method 2: Taking School Environment into Account

$$Y_i = \beta_0 + \beta_1 Coach_i + \beta_2 Participant_i + \beta_3 Prior Performance_i + \beta_4 Beginning Teacher_i + \alpha_i + \epsilon_i$$

The model above is similar to the model shown for the first method. However, it includes α_i , which indicates a school fixed effect.

¹ First year teachers were excluded because they did not have prior scores.

² Results indicate the predicted increase in standard deviations of teacher effectiveness.

➤ Briefs can be adapted into a variety of other products.



FIRST STEPS A Report on Elementary Grades Reading in Tennessee
INSTRUCTIONAL PRIORITY #1

High-Quality Texts

What's Happening in Practice

Classroom observation data from 2016 showed that Tennessee teachers were struggling to select appropriately complex texts that were worthy of students' time and attention. Observers often saw the same books read aloud for the same purpose in grades K–5, even within the same building. During observations in the 2017–18 school year, texts were more often quantitatively complex (as measured by Lexile level), but observed texts still often lacked the qualitative complexity that make them worthy of a student's time and attention (e.g., structure, levels of meaning,

and knowledge demands). About half of observations included texts that were rated as worthy of student time and attention. In general, text selection was driven by surface-level topics, rather than by conceptual units of study. The Tennessee Department of Education's educator survey in spring 2017 also found that less than half of grades K–3 teachers reported selecting texts for an instructional unit based on a particular content or concept (e.g., social studies or science).

Contrasting Practices

The examples below describe texts used in Tennessee teachers' classrooms in the 2017–18 school year. To select texts that are truly worthy of students' time and attention teachers must

attend to three aspects of text selection: quantitative complexity, qualitative complexity, and consideration of reader and task. The strong practice is drawn from the department's unit starters.

WEAK PRACTICE

Text Selected Based on Time in School Year

STRONG PRACTICE

Text Sets Selected to Build Conceptual Knowledge

Enduring Understandings:

1. Each of the planets receives light and heat from the sun as it travels on its own special path—or orbit.
2. Each planet has specific characteristics based on its position in relation to the sun.

Text Selection "Look Fors" for Coaches and Leaders

- Is the text part of a conceptual unit or text set?
- Is the Lexile appropriate for the students' grade level and the instructional strategy being used?
- Does the text have appropriate language conventions and structure?
- Does the text have appropriate knowledge demands and levels of meaning?
- Does the text help students build knowledge or engage in critical thinking?
- Are text(s) appropriately paired with an instructional strategy?

➤ A few exemplars

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Applying the frameworks to your own work

➤ Applying these frameworks to your own work

Who are your stakeholders?

What type of project/study are you doing? What decisions are you trying to inform?

What products do you have planned? What products are you now considering? Who is the audience of these products?

Do you think the products will allow you to have the anticipated impact of the research?

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Closing

Please give us feedback!