

Early Career Researcher Writing for Policy Training Series

Session 2

Laura Booker

Nate Schwartz

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➤ Welcome and Introductions

Rename:

First Name, Last Initial, Organization

Please drop in the chat:

A favorite presentation “do” or “don’t” or A link to a favorite research presentation

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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.

➤ Virtual Meeting/Conference Recording Notice

The American Institutes for Research® (AIR®) allows for the recording of audio, visuals, participants, and other information sent, verbalized, or utilized during business-related meetings. By joining a meeting, you automatically consent to such recordings. Any participant who prefers to participate via audio only should disable their video camera so only their audio will be captured. Video and/or audio recordings of any AIR session shall not be transmitted to an external third party without the permission of AIR.

➤ Agenda

1. Welcome and Icebreaker
2. Presentation Challenges and Best Practices
3. Telling the Story Practice
4. Closing

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Presentation Challenges and Best Practices

➤ Skim slides 28 through 34 in this [presentation](#).

1. What details stand out about the presentation style?
2. What works/doesn't work?
3. What sticks with you from the presentation? If someone asked you about a takeaway from this subsection of the presentation, what would you say?

➤ **What are the challenges you face with creating a story and communicating it via a presentation?**

➤ Build in collaborative time to figure out your story

1. Start with your research questions and knowledge of the context.
2. Look at the data (usually via a presentation of figures, quotes, etc.).
3. Decide on the story (core message) and the audience.
4. Revise the visuals to ensure that they successfully tell the story.

Microfinance

- Usually small amounts of money
- Provided by small not-for-profit organizations through to large banks
- Over 7,000 microfinance institutions
- Serves 16 million poor people in the developing worlds

Microfinance is about lending money to low-income clients.



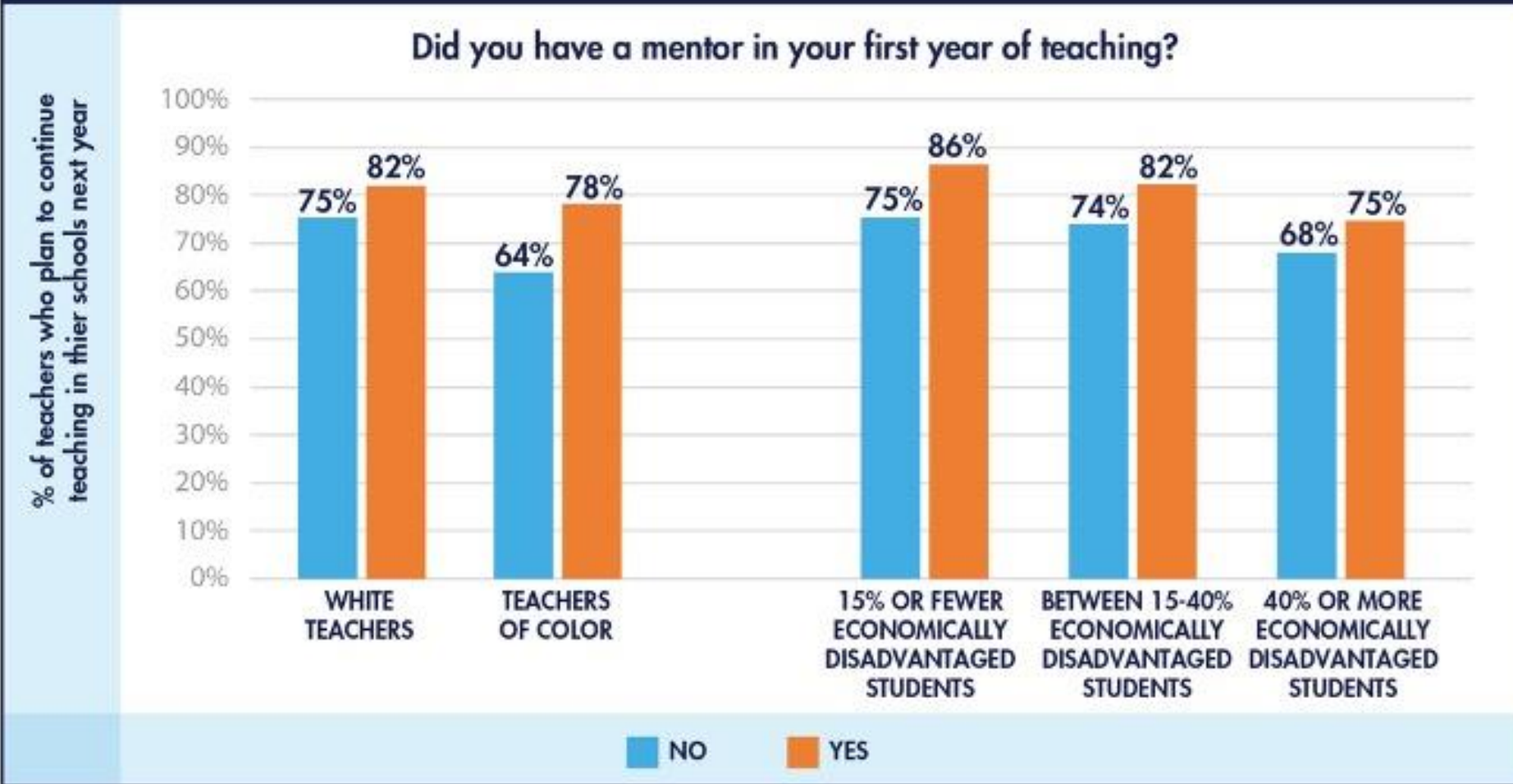
KIVA



Uses money to start business

Source: <https://www.speakingaboutpresenting.com/>

TEACHERS WHO HAD A MENTOR IN THEIR FIRST YEAR OF TEACHING WERE MORE LIKELY TO SAY THAT THEY PLAN TO CONTINUE TEACHING IN THEIR SCHOOLS NEXT YEAR. THIS PATTERN HOLDS ACROSS TEACHER RACE AND LEVEL OF SCHOOL ECONOMIC DISADVANTAGE.



- Figures have takeaways.
- For surveys, include the question.
- Label axes.
- Readable font.
- Use data labels. Round to whole numbers.
- Colors are clear.
- Order bars from least to greatest or vice versa.

FIGURE 12: SLC participants scored about 13 percentile points behind their peers in ELA and math on benchmark assessments from the end of the 2021-2022 school year.

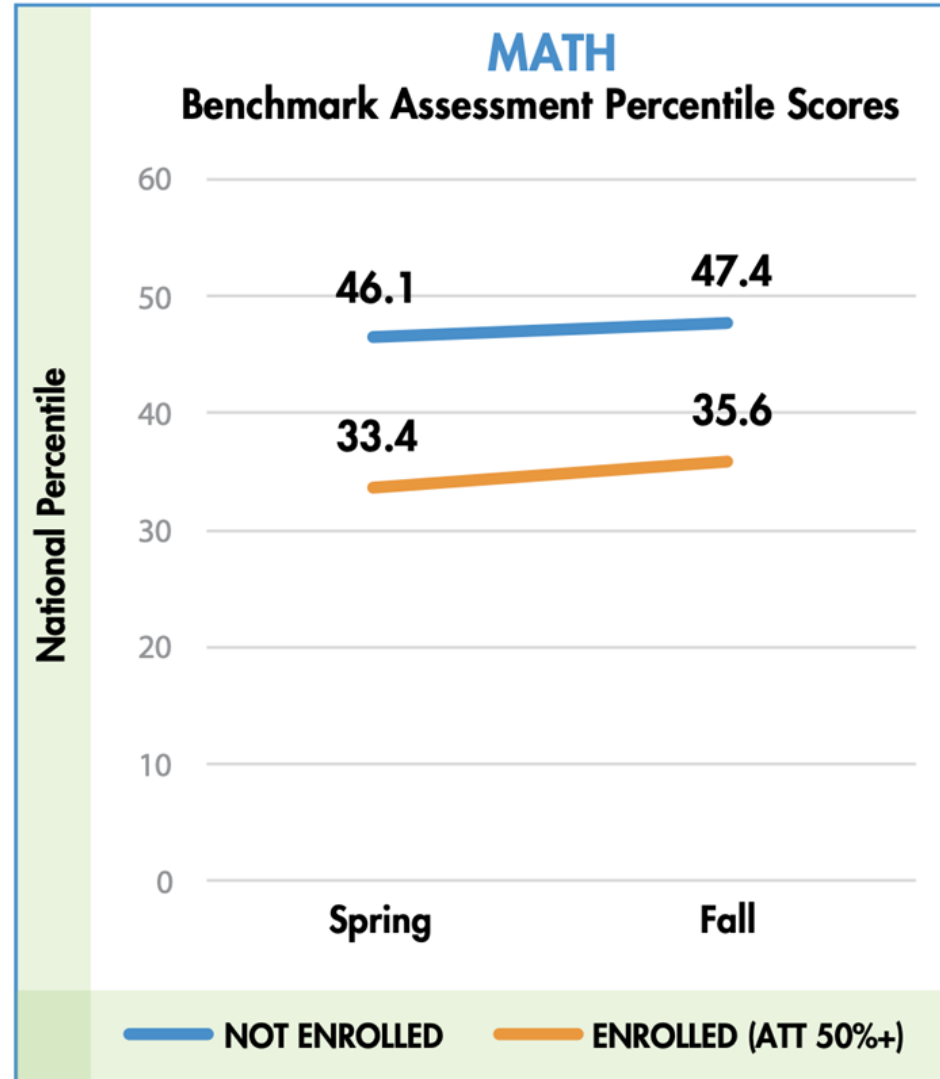
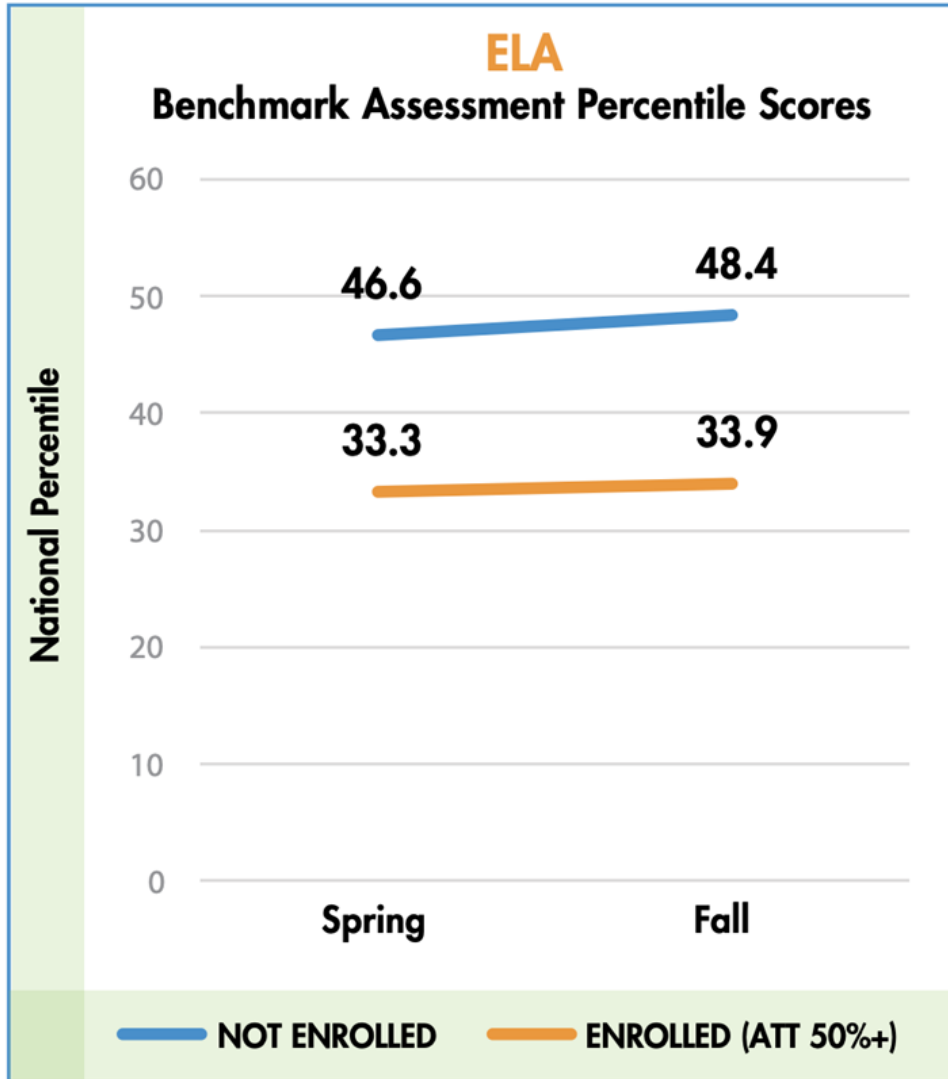
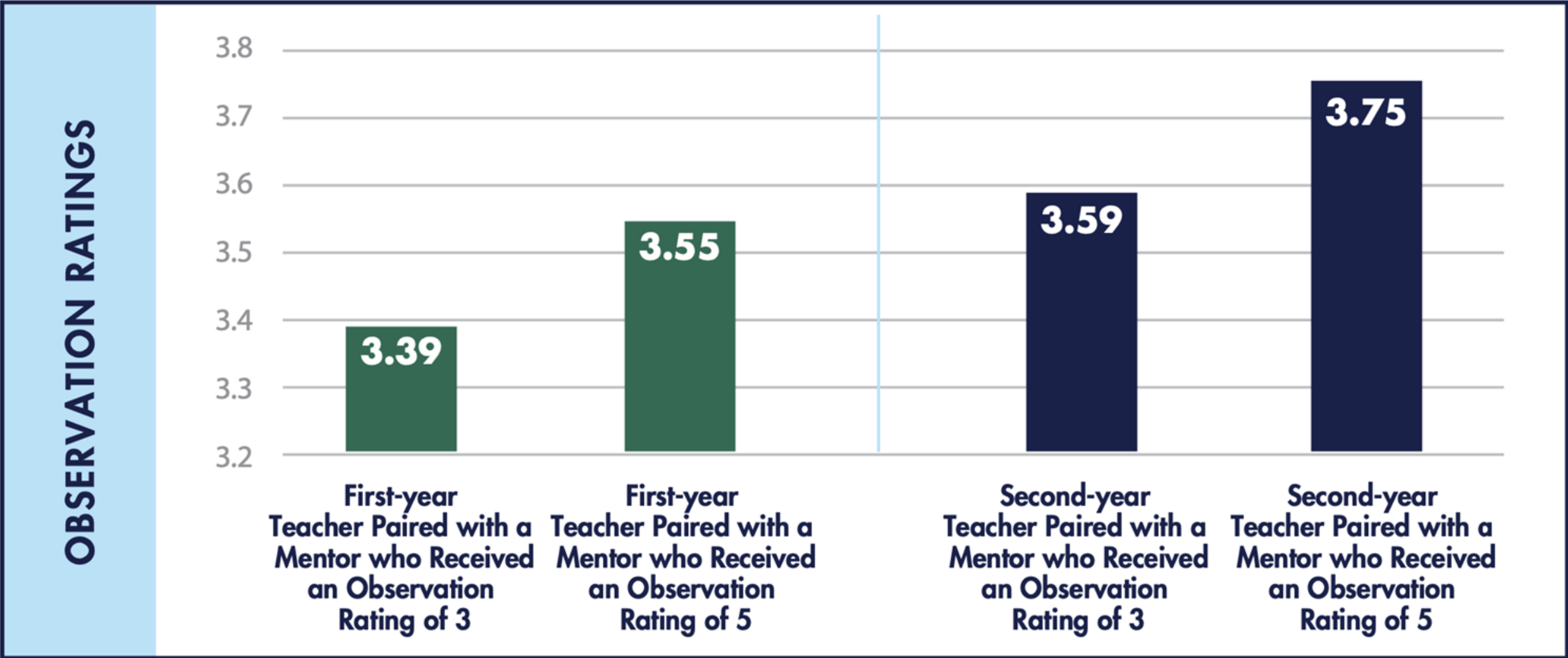
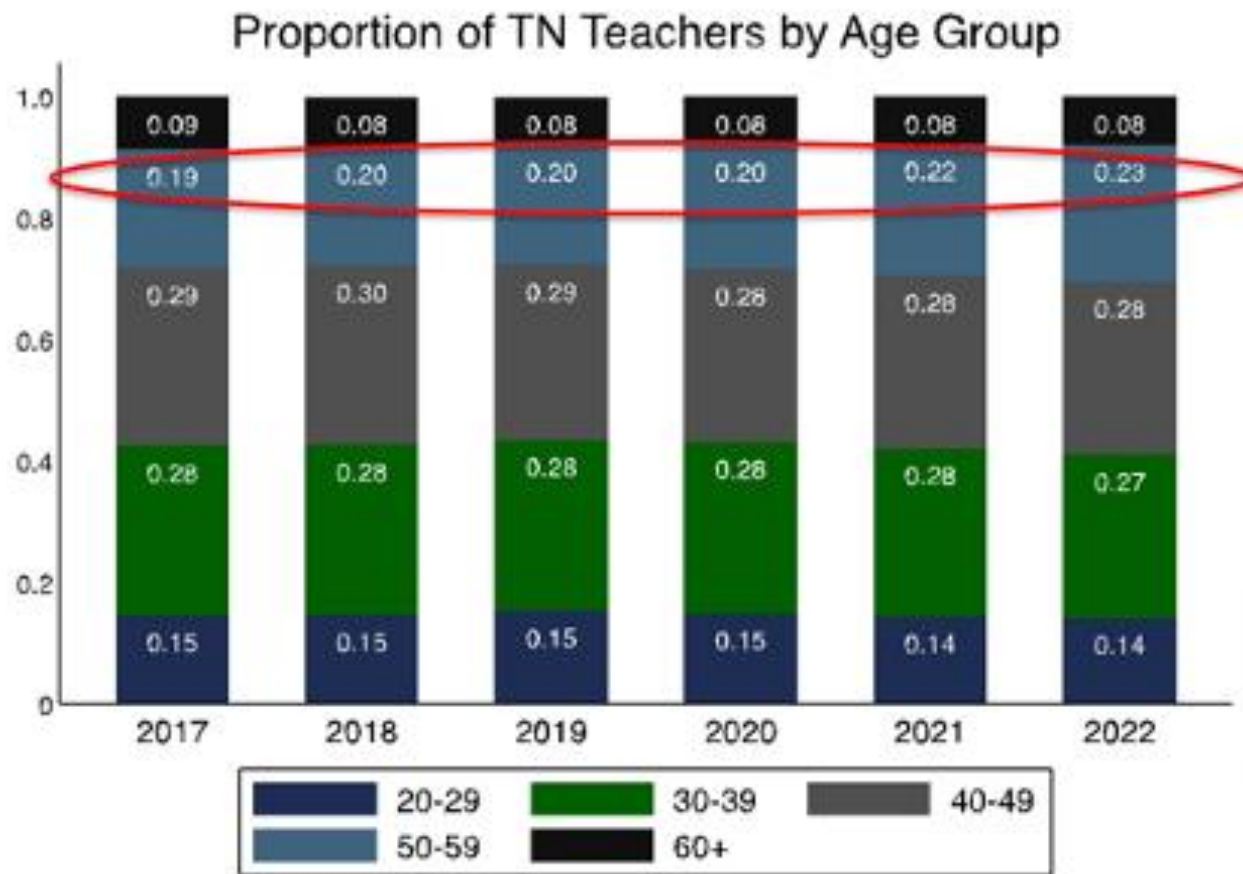


FIGURE 2: Pre-service teachers who are paired with instructionally effective clinical mentors have higher observation ratings as first-year teachers than those who do not.



TN Teachers ages 50-59 have experienced the largest growth - 4 percentage points - as a proportion of all teachers since 2016

➤ What could be improved?



TN Teachers ages 50-59 have experienced the largest growth - 4 percentage points - as a proportion of all teachers since 2016

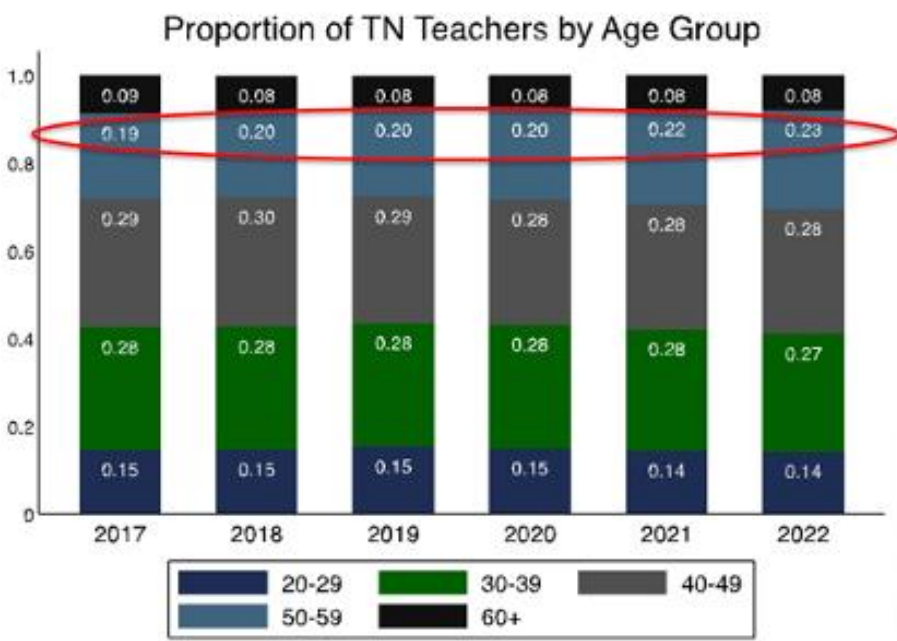
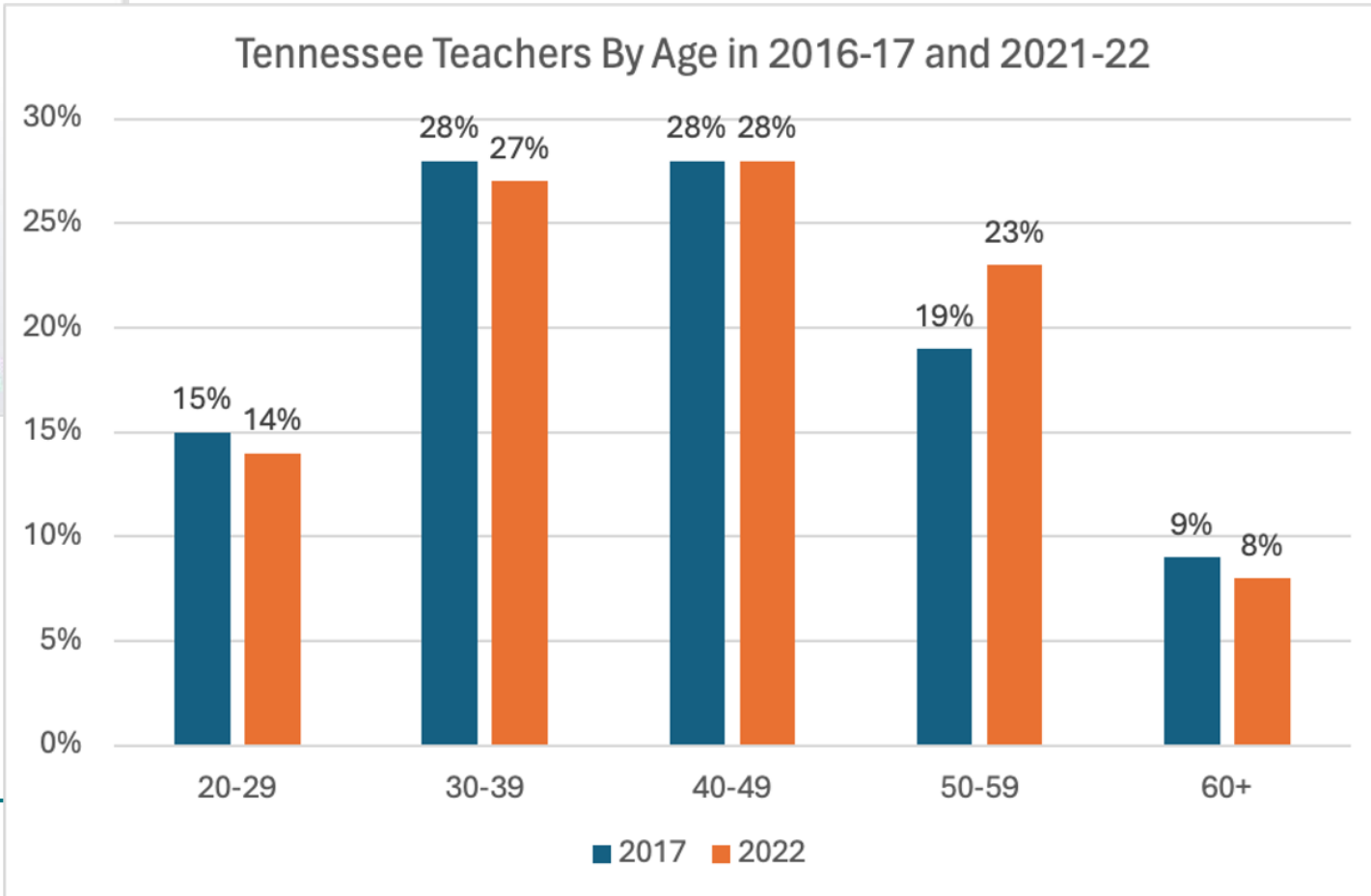


Figure 3. More teachers were over age 50 in 2023 compared to 2017.



➤ Make every sentence count, especially key findings.

Before:

In order to understand the impact of the EL program in our four districts, our analysis also sought to capture the outcomes of students who have participated in and then tested out of the EL program (former ELs) as well as LTELs.

After:

We examined the state test scores of students who participated in and tested out of the EL program (former ELs) compared to LTELs.

➤ Make every sentence count, especially key findings.

Before: While EL students in the four districts perform similarly to non-EL students on non-academic outcomes such as attendance, chronic absenteeism, and suspensions, they trail non-EL students on key measures of academic performance.

After: EL students in the four districts have similar attendance, chronic absenteeism, and suspension rates to non-EL students but perform lower on academic measures.

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Telling the Story Practice

➤ Practice

Spend ~5-10 minutes individually and 10-15 minutes as a group:

- Write in missing headlines (yellow highlights).
- Create a slide with 3-4 main takeaways.
- If you finish early, discuss with group: what struck you as hardest/easiest here? How could this apply to work that you are currently doing?

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Closing

Please give us feedback:

<https://airtable.com/appN3tE6EHDHcdGXY/shrO1mFDWWYqlVGnX>

➤ Upcoming Sessions

- April 3
- May 8