Early Career Researcher Writing for Policy Training Series

Session 4

Laura Booker

Nate Schwartz

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RESTART
Network

Welcome

Rename:

First Name, Last Initial, Organization

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IES Institute of Education Sciences

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.

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Agenda

1. Discuss Brookings Tutoring Article (20)

2. Synthesizing the Story (10)

3. Consultancies (45)

4. Q&A (10)

5. Closing (5)

Presentation Challenges and Best Practices

The good and bad of virtual on-demand tutoring

Susanna Loeb and Carly D. Robinson.
October 31, 2022

1. What story are they telling?
2. What evidence do they use to tell the story?
3. Who is the audience?
4. What do you think the brief does well? Could do better?
5. What lessons might you take away for your own work?

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Research Synthesis

Research translation doesn't solve the problem!

Mismatched research agendas

Agenda-setting tends to be driven by researchers responding to grant- and publication-driven incentives, creating studies that rarely respond directly to system needs.

Isolated and fragmented research

Research studies don't build effectively on each other. Efforts at synthesis are frustrated by a lack of coherence across studies, central questions, and measures.
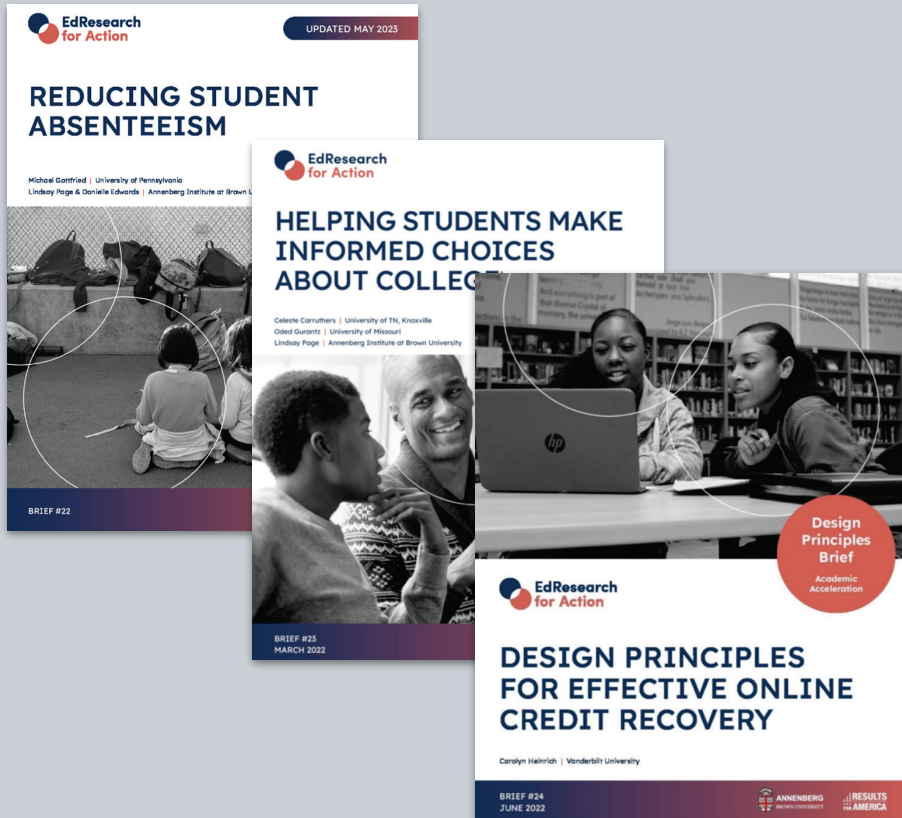
Inaccessible guidance

Disconnected research products scattered across individuals, jurisdictions, and journals make it difficult for policymakers and practitioners to surface critical lessons.

EdResearch for Action
A new model for knowledge brokering in education

- A growing library of **30 research briefs**

- Findings included in federal, state, and local **recovery guidance**; used by **leading networks** of education leaders; featured in *EdWeek* **webinar series**.

Synthesis vs. Summary

Synthesis	Summary
Combines parts and elements from a variety of sources into one unified or integrated entity	Addresses distinct sets of information. Each piece of information or source remains distinct and separate
Focuses on deeper ideas and details	Presents a cursory overview
The final product reflects the author's knowledge about the sources but also creates new insights or perspectives that add value to the intellectual discussion	The final product indicates and describes what the sources stated
Synthesis extends the literal meaning of a text to the inferential level. The final product achieves new ways of thinking and understanding about a body of literature	A summary captures the literal meaning of texts

Define the problem and its significance.

Getting to college is just the beginning of the challenge for America's students looking to earn a degree.

About 40 percent of students who enroll in college for the first time won't have a degree six years later, the latest data show. And the disparities here are striking: While two-thirds of white students who start college finish a degree in that time, only about 40 percent of black students and 50 percent of Hispanic students do. Students from more affluent families are also much more likely to earn a degree than students from low-income families.

These differences reflect the many barriers low-income students of color face in making it through college.

Explain where your evidence is coming from.

We've combed through dozens of studies to try to pin down what else we know about what's working — and what isn't — to help students make it to and through college. Here's a rundown.

❯ Give takeaways and their supporting evidence.

What helps: More and better high school counseling

Students who had a particularly good high school counselor were 1.5 percentage points more likely to attend college and 1.4 points more likely to stay in college through their first year, according to a recent Massachusetts study. Counselor diversity matters too: students of color were about 2 points more likely to attend and persist in college if they had a counselor of color.

Simply hiring more counselors can also help. One study found that hiring an additional college counselor led to a large jump in four-year college enrollment.

Research on other college advising and support initiatives — like programs designed to increase students' interest in college or offer support through the application process — is mixed. Some have demonstrated clearly positive results, but others have had limited or mixed effects. Recent studies on virtual counselors, who communicate with students by video, phone, and email, show they have little if any impact.

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Consultancies

Clarifying questions clarify the dilemma and provide the nuts and bolts so that participants can ask good probing questions and provide useful feedback.

- Is this what you said…?
- What resources were used for the project?
- Did I hear you say…?
- Did I understand you when you said…?
- What criteria did you use to…?
- What's another way you might…?
- Did I hear you correctly when you said…?
- Did I paraphrase what you said correctly?

❯ Probing questions are intended to help the presented think more deeply about the issue at hand.

- How did you decide…?
- How did you determine…?
- What led you to conclude…?
- The part I got lost was…can you help me understand …
- What is the connection between… and…?
- What do you think would happen if…?

Protocol

1. Overview of problem and clarifying questions (7-8 minutes)

1. Probing questions, responses, and feedback (7-8 minutes)

1. Reflection from presenter with next steps (3-5 minutes)

*If extra time, then others can jump in with things they would like help thinking through.

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Q & A

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Closing

Please give us feedback!

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.

Definitions, Part One: Study Types

Study Type	Key Questions
Landscape or Diagnostic Study	• 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	• 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	• 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	• 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	• Does a particular intervention make a causal difference to short- or long-term outcomes?

Considerations for Good Facilitation Practice

How can you use these tips and other facilitation techniques when sharing your findings and recommendations with your partner organization?

❯ Practice writing a good abstract.

https://files.eric.ed.gov/fulltext/ED571818.pdf

Although researchers have explored the impact of instructional coaching and named possible elements believed essential to effective coaching, there has yet to emerge from the literature a coherent model of those essential elements ("active ingredients"). This qualitative study sought to identify those elements through a systematic process beginning with a synthesis of current coaching literature to compile a list of ingredients. Using a modified grounded theory approach, this list was then validated through semi-structured focus group data of teachers and triangulated with focus group data provided by instructional coaches to create a conceptual framework of coaching. Future coaching research can build upon this framework through empirically testing those key components that are necessary for effective coaching.