
EVIDENCE-BASED PRACTICE PROJECT

Phase 2 Year 6 (2017-2018)

Call for Proposals

The purpose of these Evidence-based Practice Phase 2 grants is to support the development and the implementation of professional learning communities or data teams with the view to support student success through professional learning (coaching, accompaniment, workshops, etc.). The total envelope for this year is \$ [REDACTED]. The individual board grants range from \$ [REDACTED] to \$ [REDACTED] and may vary from year to year, depending on the needs and the nature of the projects.

Improvement Based on Feedback

In the past few years, we have heard several comments and suggestions about the process of writing grants and reporting. Comments and questions include: the eligibility of the projects, the evaluation criteria, the desire to find out about what other boards are doing, the connection between professional development and impact on student learning and the process of writing grants and reporting. These issues are addressed hereafter and have been incorporated in the application form.

Clearer Topics for EBP Grants

Question: *What are the topics or the projects eligible under the EBP umbrella? Is EBP Phase 2 Grants the appropriate source of funding for my initiative?*

EBP topics:

- **Collaborative Inquiry:** The process of formulating driving questions, identifying indicators, selecting a mode of inquiry including questionnaires, conducting observations in the classroom, and developing a data collection plan within the strategic planning process.
- **Data Literacy:** Developing basic data literacy skills, understanding data types in education, doing an inventory of data in schools, selecting data collection tools and methods, including classroom observations and tool building, drafting a school portrait and data analysis.
- **Evaluation of and for Learning:** Understanding formative and summative evaluation, developing tools and instruments, identifying the essentials, grading strategies, providing feedback to support student learning and also to guide teaching practices.
- **Collaborative Teams:** Support the implementation of PLCs, data teams, success teams and the use of evidence.
- **Implementation of a framework, program, model, or initiative:** Seeking to understand and to evaluate the process of implementing a given framework (RTI, UDL), program (Check and Connect), model (Jackson's coaching, Knight's focus on video for teaching) or initiative (technology) for the purpose of informing decision-making. Aspects to consider include evaluation of board and school contexts, connections to the board's priorities, allocation of resources, planning and evaluation.
- **Research-based Practices:** Knowledge building about a specific research based topic or strategies: What does research say about new learning theories, brain research, student engagement, motivation, etc.

Keeping an Eye on the Prize: Student Success

Feedback: *Board teams invest an important amount of time and energy in the offer of professional learning services, but are they working? How do we know that the teachers are changing their practice? How do we know that we are having an impact on student success?*

The rationale for offering professional learning opportunities to various clienteles is to improve practices so that they have a positive impact on student learning. In fact, Learning Forward proposes a model to illustrate the relationship between professional learning and student results. For the next generation of EBP projects, we would like to keep the focus on the relationship between the change of practices (the cause) and student learning (the effect). In other words, we want to understand impact.



Quick reference guide standards from Professional Learning, Learning Forward: <https://learningforward.org/standards-for-professional-learning>. Last access: October 4, 2017.

Evaluation Rubric

Comment: *The evaluation criteria are more or less meaningful to guide the writing process or to assess the project...*

From now on, we will use a modified version of the LCEEQ rubric for evaluating projects. Please refer to Appendix A.

Deliberate Transfer, Sharing and Networking

Question: I would like to know about what other boards are doing. I would like to see a PLC in action, such as teachers' meetings, for example. What are some of the tools I could use?

The idea of networking and sharing between schools and/or boards is not new. Nevertheless, the sharing practices remain somewhat confidential. And yet there are quite a few interesting initiatives that principals and teachers could benefit from.

In order to do so, we are including a section on how to consider the possibility of sharing with the rest of the community. The strategies include sharing resources and artefacts on the EBP website. Organizing a 'Fair' or an exchange session through gallery walks or educational camps would also be a way to have other school teams benefit and learn from one another.

There could also be a ‘fishbowl’ option. When a board team is offering a professional learning session, a few seats could be reserved and offered to various staff members from other boards.

Facilitate the Writing Process

We understand that writing a project proposal requires time and reflection. As a result, we would like to offer tools that can help structure the thoughts going into the creation process in order to produce something meaningful for you. And so, we have created a template that aims at encompassing the new focus and will help alleviate the task of grant writing.

With reporting, we acknowledge that the Ministry needs a form of accountability, but overall, we wish to keep the reporting process a formative one. In other words, the report ideally should be showing reflection and the learning should be reinvested in future projects.

Target Clienteles

Question: *Who are the target clienteles for the EBP grants?*

The main target clienteles are school teams whose members belong to a PLC/Data team (teachers, administrators, professionals). Part of the grant can also be used to support board teams with the implementation of data teams.

Support the Support Team

It is possible to use part of the EBP grant to support the knowledge development of the team of professionals or administrators who are accompanying the school teams. In other words, the grant could be used to give your team time to learn and to experiment about a given research-based topic or improvement process.

Examples of projects that could be integrated in the EBP proposal:

- Following-up on a conference with study groups
- Following up on a school visit supported by a Killingbeck Grant or other source of funding
- Building data literacy and collaborative skills for new cohorts of professionals
- Participation in the Lead Data Team seminars

Not eligible

- Registration fees for a conference, with no follow-up or transfer plans.
- Travel expenses for a conference with no follow-up or transfer plans.

Application Procedure

Please use the template provided. The proposal should be submitted to Geneviève Légaré via email (g.legare@lbpsb.qc.ca). Deadline: Friday, November 3rd.

Evaluation Process

Proposals and the 2017-2018 activity reports are assessed by an evaluation committee composed of a minimum of three people:

- Chair of DEEN and/or a member of the DEEN-EBP subcommittee (M. Sutherland or TBD)
- MEES, Direction des Services à la communauté anglophone (F. Redivo)
- EBP Project Coordinator (G. Légaré)
- Guest: ECQ Project officer (M. Repas)
- Recorder: (E. Burrows)

Communication

The communication and invoicing procedures are the same as last year:

- The evaluation committee makes its recommendations to the Direction des Services à la communauté anglophone.
- La Direction des Services à la communauté anglophone sends a letter by email to the director general at the school board indicating the amount and the invoicing procedures.
- Boards will be asked to invoice the MEES. Grants will be received in two instalments. The second instalment is conditional on the reception of an end-of-year annual report (June 15, 2018).

In addition, the project coordinator will be contacting the board liaison as of October 17th to discuss the respective projects and answer individual questions.

Deadline for submitting a project: November 3, 2017

Evidence-based Practice Project

Phase 2 Grants Template

Title of the Project: This project will be referred as ‘...’

The learning goal (s) of the professional learning service:

EBP Topic: Indicate the main EBP Topic (from the list above): For ex. *Implementation of the RTI framework*

School Board name:		Author:	
	Professional Learning Description of the offer of service	Evidence How will you know?	
<p>Specific focus: <i>Within the model, what are the main components of the intervention?</i></p> <p><i>Ex: From RTI—We will focus on the task of ‘unpacking the essentials’</i></p>	<ul style="list-style-type: none"> • What type of service will be provided (workshops, PLC meetings, accompaniment, etc)? • # of teachers • # of schools • Subject, cycle, if applicable • PD plan • Frequency • Etc. 	<p>Change in practices</p> <p>How will ‘Unpacking Essential Learnings’ look like?</p> <p>What will the teachers do differently? Etc.</p> <p>How will you gather the information (conversations, observations, etc.)</p>	<p>Impact on Student learning</p> <p>What is the perceived need of the students? The current situation?</p> <p>What are the student struggling with?</p> <p>What is the expected performance?</p> <p>Is there a specific clientele?</p>

Support	Transfer & Sharing		
	Resources	What	Where, when and to whom this initiative could be shared with?
From the board	The resources needed to carry out the PL service <ul style="list-style-type: none"> • Who does what? • Consultants involved collaborative work? • Etc. 	<ul style="list-style-type: none"> • What are the resources or tools that will be used or created by school teams or support teams? 	<ul style="list-style-type: none"> • Share on EBP website? • Networking event: Fair or exchange? • Other?
External support	<ul style="list-style-type: none"> • Need from provincial services groups: EBP, ASSET team, ALDI, Centers of Excellence • External Consultants or Company 		
Estimation of cost	<ul style="list-style-type: none"> • Number of release days • Expenses pertaining to support • Knowledge building expenses • Organisation of events • Other 		

EBP PHASE 2

Appendix A Evaluation criteria (Adapted with permission from the LCEEQ rubric)

Rubric for the Evaluation of All EBP Project Submissions

CRITERIA	LEVEL 5 EXEMPLARY	LEVEL 4 THOROUGH	LEVEL 3 ACCEPTABLE	LEVEL 2 PARTIAL	LEVEL 1 MINIMAL
EBP mandate	The project is related to multiple components of the EBP mandate	The project is related to a specific component of the EBP mandate	The project is generally related to the EBP mandate not to any specific component.	The project was created without any reference to the EBP mandate could be reworked.	The project was created without any reference to the EBP mandate.
Sustainability	The project offers concrete, long term impact which is measurable.	The project has long term impact and is measurable.	The project has some long-term impact and may be measurable.	The project has no evident long term impact and is not measurable.	The project has no long-term impact and is not measurable.
Transferability	The project could potentially impact the entire English educational community.	The project applies to the needs of most (2/3) schools and centres.	The project applies to the needs of a specific school board or schools.	The project reflects the needs of only a small number of schools.	The project does not reflect the current needs of the English educational community.
Reinvestment	The project demonstrates a commitment to reinvest and share resources/experience with the entire English educational community.	The project demonstrates a commitment to reinvest and share resources/experience with other schools or centres in their school board or association.	The project demonstrates a commitment to reinvest and share resources/experience within their home school or centre.	The project has no evident commitment to reinvest and share resources/experience but could be modified to address this criterion.	The project demonstrates no commitment to reinvest and share resources/experience.
Clarity of Purpose	In terms of clarity of purpose, the project presentation is very comprehensive.	In terms of clarity of purpose, the project presentation includes sufficient detail in key areas to be considered very satisfactory.	In terms of clarity of purpose, the project presentation includes sufficient detail to be considered satisfactory.	In terms of clarity of purpose, the project presentation requires considerable strengthening.	In terms of clarity of purpose, the project presentation is considered unacceptable.

Evaluation Rubric adapted from the LCEEQ Funding Document: with permission.