Bring It All Together
Taking a critical look at educational research and its applications

Lead Data Team
Seminar 13
April 27-28, 2017
Welcome!

• Seminar 23!
• Completing the one-year cycle of inquiry
• Working in Stations
• Action Research project
Warm-Up

• In the hot seat with Natalie!
Warm-Up

• Taking a critical look at educational research and its applications

• Summary of the three previous seminars

• Making sense of research
One-year cycle

- Taking a critical look at educational research and its applications
- Three components
  1) research
  2) critical thinking
  3) application = your role
Critical thinking

Critical thinking is also higher order thinking

• Making connections
• Suspending judgement
• Using caution
• Looking at the other side
• Handling uncertainty
• Considering multiple perspectives
• Coming to a new meaning

➢ ‘Healthy skepticism’
Learning Goal 2016-2017

• To become a confident consumer of research by developing healthy skepticism and adapting findings into practice
Learning goal

• To become a confident consumer of research by developing healthy skepticism and adapting findings into practice

• Bring all the pieces together
  • What works?
  • How does it work?
  • How much?
  • Will it work for me?

• Carry out an action research study
  • Is it working for me?
Lead Data Team members

Broader Community

Lead Data Team

Your context

Individual
A change in practice will have a positive impact on student learning
Reflection

• Ideas for action research project
• Questions, perceived challenges etc.
• Goal for this seminar
Agenda

Day 1
Big picture
• Welcome and warm-up
• Learning Goals for the Seminar
• Station 1: Topics of interest
• Station 2: Special Interest Groups
Lunch
• Station 3: Goal-based Scenarios
• Gallery Walk

Day 2
Towards a plan: A work in progress
• Review Day 1
• Station 4: Implementation Context
• Station 5: Special Interest Groups
Lunch
• Station 6: Bringing it all together
• Wrap-up
A change in practice will have a positive impact on student learning
Station 1: Action Research Project-Solo

Evidence
- Research based practices
- Topics: RTI, FA, Coaching etc.
- Validity check
- List of readings
- Summary of readings

Implementation
- Professional development plan
- Models
- Settings
- Calendar of learning
- Resources
- Support

Action Research
- Inquiry question
- Data collection plan
- Cause & Effect Data
- Pre and post
- Indicators
- Analysis
- Communication
Station 1: Action Research Project

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Station 1: Topic

Individually: Handout 1

- What I know
- What You want to know
- Where I will find out the information
Station 1: Outputs

• List of topics
  – Who wants to do what?

• Summary of current key knowledge and understandings
Introducing SIGs
Special Interest Groups

• Within school boards
• Between school boards
• Lead Data Team members + local members
• A network of smaller groups organized around a common topic of interest: RTI, PLCs, Feedback, FA etc.
Special Interest Groups

Conditions for success:

– At least 2 members
– Between boards
– There is a plan for implementation at respective school boards (board wide, school based, or pilot projects)
– Commitment for a year, including time to meet in between the seminars
Local SIGs

Creation of a critical mass within your board:

— Board level:
  • Administrators and professionals
  • Educational & Complementary services, Adult and Vocational education

— School level:
  • Administrators and teachers
SIGs: Rational

- Local Capacity Building
- Creation of a critical mass within your board:
  - Board level:
    - Administrators and professionals
    - Educational & Complementary services, Adult and Vocational education
  - School level:
    - Administrators and teachers
- Capacity to create a critical mass within respective school board*
- Expectation of transfer of learning from LDT members
Support for SIGs

• Commitment by the SIG members
• Financial support: In part by Phase 2 Grants
• Coordination support: EBP team
• Virtual or in person meetings
Station 2: Special Interest Groups

All Group: Handout 2

• Initial Special Interest Groups
• Build collective knowledge
Station 2

- Outputs
  - Idea of which Lead Data Team members
  - Topics
  - Introductory understanding of implementation in boards
Lunch
Tranche de vie

• 1990’s…
• During my Master’s degree
• Insert picture…
Tranche de vie

- Now we have Youtube!
- Making …photocopies
- [https://www.youtube.com/watch?v=9sVodCtSSfE](https://www.youtube.com/watch?v=9sVodCtSSfE)
- Technology

- Enduring concepts:
  - Goal-based scenarios
  - Resource-based Learning
  - Situated Learning/Community of Practice
Tranche de vie

• Concept 1: Goal-based Scenarios
  – Training in the industry
  – Differentiated learning for adults
  – Determine current level
  – Identify personal goal
  – Multiple dimensions
Goal-based Scenarios: Levels

- Expert (Level 1)
- Advanced
- Developing
- Emerging
- Introductory (Level 5)
Tranche de vie

• Concept 2: Resource-based learning
  – Education at a distance
  – Interactive learning/emerging idea of ‘on-line’ learning
  – Multiple dimensions—active search of information
  – Use the context to set conditions
Tranche de vie

• Concept 3: Community of Practice
  – Situated Learning—A bible
  – Learning together and learning by doing
Tranche de vie-Rational

• Bring the concepts together in the next activity
• Station 3: Learning for self
Goal-based Scenarios: Levels

- Expert (Level 1)
- Advanced
- Developing
- Emerging
- Introductory (Level 5)
Goal-based Scenarios: Levels

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- Advanced
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Goal-based Scenarios: Levels

- Expert (Level 1)
- Advanced
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Goal-based Scenarios: Dimensions

Human factors

Research-based

Leadership

Collaboration

Evaluation

PD models

Methods

Relationships

Praxis

Knowledge & Skills
Goal-based Scenarios: Dimensions

Human Factors
- Leadership
  - Styles
  - Communication
- Relationships
  - Coaching models
  - Support
  - Accompaniment
- Collaboration
  - PLCs
  - Team building
  - Network

Knowledge & Skills
- Research-based
  - Assessing research
- Methods
  - Tools
  - Data
- Evaluation
  - Cause and effect
  - Theory of Action
- PD models
  - Needs analysis
  - Cost analysis
  - Culture
  - Models

Praxis
References

• Learning Forward Standards for Professional development
  – Leadership
  – Evaluation
  – PD models
  – Collaboration
  – Leadership
  – Research

• Making Sense of Research etc.
Knowledge and skills

• Research-Based
  – ‘Making sense of research’
  – LF: Dimension 6
  – LF: Dimension-Quality teaching Dimension 11

• Methods
  – Action research methods
  – Collaborative Inquiry

• Evaluation
  – LF: Dimension 5
  – See also DT training for cause and effect
  – Theory of Action
• PD Models
  – Needs analysis technique
  – Cost Analysis: Making sense of research
  – LF Dimension 7–(Design)
  – LF Dimension 8 (Learning)

• Collaboration
  – PLCs models (see scales)
  – Data team
  – LF Dimension 1 –Learning communities
  – Network: Lorna Earl (OISE)

• Resources*
Human Factors

• Relationships
  – Coaching: Jackson model
  – Support model and accompaniment—Lafortune

• Leadership
  – LF Dimension 2
  – Communication skills
  – Other type of tools: DISC
  – Resource allocation and planning LF D3
Station 3: Goal-based Scenarios

• See the handouts

• Goals of the pm are to…
  a) Build an understanding of the 8 sections
     • Framework + resources
  b) Establish you current level of knowledge
  c) In a context conducive to sharing and common understanding
Station 3: Wrap-Up

- Gallery Walk: Goal-based Scenarios
- Current situation
DAY 2

• Summary of Day 1
  – SIGs overview
  – Goal-based scenarios
• Station 4: Implementation
• Station 5: revisit SIGs

Lunch

• Station 6: Synthesis
• Wrap-Up
Summary of Day 1

• Summary: Goal-Based Scenarios
Station 4: Action Research Project

**Evidence**
- Research based practices
- Topics: RTI, FA, Coaching etc.
- Validity check
- List of readings
- Summary of readings

**Implementation**
- Professional development plan
- Models
- Settings
- Calendar of learning
- Resources
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**Action Research**
- Inquiry question
- Data collection plan
- Cause & Effect Data
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- Indicators
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- Communication
Your context: Implementation

➢ What is the context of implementation?
➢ Who will participate in the implementation?
➢ How many hours of PD?
➢ Calendar of PD and training?
➢ Description of the support to be provided by whom?
➢ How much money?
➢ Etc.
Station 4: Implementation

- Description of the context
- Work in progress
- See the Handout

- Gallery Walk
Station 5: Network of SIGs

- Building the network between boards
Next year... for example
SIGs: Network session

• Seminar for feedback
• Site visits
• Conference and workshops (in Canada)
• Fishbowl activities
• Research project (Instructional Rounds, observations, etc.)
Validity

Settings
Treatment
 Clienteles
Outcomes
Bringing the pieces together

- Drafting your plan
- Outputs: Individual plans to be shared on the drive
Your plan

Project

• Evidence
  – Validity matrix
  – Précis
  – List of readings

• Implementation*

• Action Research (next time)

Team

• SIG
  – Calendar of meetings
  – Preliminary topics
  – Support from EBP

• Individual plan
  – Goal-based scenarios
Your plan

Evidence:
- What would be a list of readings for you and for your SIG
- What is the summary of what works
- What are the salient characteristics of what works
- Can you establish the quadrant of validity
- Assessments: Strengths and weaknesses
- Précis

Implementation
- What is the context of implementation
- Who will participate in the implementation
- How many hours of PD
- Calendar of PD and training
- Description of the support to be provided by whom
- How much money

Action Research
- What is the driving question
- What are the indicators
- Cause and effect data
- Draft of data collection plan

SIG
- Who will be involved
- What is the overview of topics
- Frequency of meetings
- Location
- Mode of communication
- Tasks
- Learning goals

Individual plan
- What are your needs
- What learning will you prioritize
- What is your list of readings
- When will you make time
- How will you communicate with other
- What will you bring to the seminar
- What support will you need form EBp
Basic Assumption

A change in practice will have a positive impact on student learning
Next Year: Action Research Project

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Wrap-up

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  • How does it work?
  • How much?
  • Will it work for me?

• Carry out an action research study
  • Is it working for me?
Thank you

Evidence-based Practice Project for the Anglophone Community
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Background