

State-Support Evidence-Based Strategies

The State has identified strategies that, if implemented according to the parameters outlined, will meet the evidence-based intervention requirement for CSI and TSI schools

Accurate as of March 2019 - This list will be updated periodically

Instructional Coaching

Grade Range

All

Parameters:

Coaching programs are broadly defined as in-service PD programs where coaches or peers observe teachers' instruction and provide feedback to help them improve. Coaching should be individualized, time-intensive, sustained over the course of a semester or year, context-specific, and focused on discrete skills. Common roles for coaches include:

- **Instructional:** Helps teachers implement effective instructional strategies, new ideas, often by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching.
- **Curriculum:** Excels at understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. These individuals can ensure a consistent curriculum implementation throughout a school.
- **Data:** Leads conversations that assists teachers in analyzing data and then applying the data to strengthen instruction

For More Information:

Matthew A. Kraft, David Blazar, Dylan Hogan. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research, November 2016

Professional Learning Communities

Grade Range

All

Parameters

PLCs are learning teams organized by subject, grade level, and/or special interest in which teachers meet weekly to:

- Discuss issues around student learning
- Collect and analyze data
- Develop and try out instructional solutions
- Assess the impact of these solutions

Research indicates that well-implemented PLCs support improvements in practice along with student learning gains. The most successful PLCs have an explicit focus on student learning, increase teacher

empowerment and authority in decision making, and promote continuous teacher learning through joint study of research literature.

For More Information

Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner, with assistance from Danny Espinoza. *Effective Teacher Professional Development*. Learning Policy Institute. 2017, p. 17. Available at [https://learningpolicyinstitute.org/sites/default/files/product-files/Effective Teacher Professional Development REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Effective%20Teacher%20Professional%20Development%20REPORT.pdf)

Rhonda Barton and Jennifer Stepanek. *The Impact of Professional Learning Communities. Principal's Research Review*, a publication of the National Association of Secondary School Principals. Vol 7, Issue 4, July 2012.

Principal Leadership Development

Grade Range

All

Parameters

Leadership is second only to teaching among school related factors as an influence on learning. Effective pre-service and in-service principal training programs should be aligned with the 2015 Professional Standards for Educational Leaders (PSELs), and must include at least one of the following activities:

- high-quality mentoring and coaching,
- peer observations,
- visits to other schools, principals networks and conferences,
- participation in professional development with teachers
- guided "walk-throughs" of schools to look at particular practices in classrooms and consider how to evaluate/improve learning and teaching

For More Information

Karen Seashore Louis, Kenneth Leithwood, Kyla L. Wahlstrom, Stephen E. Anderson et al., *Learning from Leadership: Investigating the Links to Improved Student Learning*, Center for Applied Research and Educational Improvement/University of Minnesota and Ontario Institute for Studies in Education/University of Toronto, 2010, 9. Available at www.wallacefoundation.org

Linda Darling-Hammond, Michelle LaPointe, Debra Meyerson, Margaret Orr. *Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs – Final Report*, Stanford, 2007. Available at <http://www.wallacefoundation.org/knowledge-center/pages/preparing-school-leaders.aspx>