



Guide for Identifying Evidence-Based Interventions for School Improvement

Professional Learning Module for
Training Self-Study Facilitators



FLORIDA STATE UNIVERSITY
FLORIDA CENTER *for* READING RESEARCH



Purpose: This professional learning module is designed to help participants become aware of the purpose of the [Guide for Identifying Evidence-Based Interventions for School Improvement](#), become acquainted with the guide itself, and familiarize themselves with their role as a facilitator. While it is possible that the module could be utilized to train facilitators of a state-level team, it is more likely that prospective facilitators of local or school-based self-study teams would benefit most from this module.

Facilitator of this Module: Leader in a state or local education agency

Audience: Prospective facilitators of self-study teams at the state or local level using the *SEA or LEA Guide for Identifying Evidence-Based Interventions for School Improvement*.

Delivery Method: Face-to-Face

Timeframe: Approximately 3.5 hours

Materials:

- *The Guide for Identifying Evidence-Based Interventions for School Improvement (SEA or LEA)*
- *Handout 1 – Data for ABC Elementary School*
- Pens
- Permanent markers
- Highlighters
- Sticky Notes
- Chart Paper
- Powerpoint Presentation
- Projector

FACILITATOR NOTES:

1. Welcome and Agenda

- **Slide 1** (1 minute) Title Slide
- **Slide 2** (5 minutes) Welcome participants and provide them with information regarding the session such as timing of breaks, encouragement to place phones on “silent,” location of the restrooms, etc. Post chart paper as a “parking lot” for questions so participants may write questions on sticky notes and post them throughout the session. You may choose to answer questions along the way, or save them to the end. Review the goal and the components of the session.

2. ESSA and the Guide for Identifying Evidence-Based Interventions for School Improvement

- **Slide 3** Section Title

- **Slide 4** (1-2 minutes) Review the requirements of ESSA with the participants. Reflect that this information is taken from Section 1003 of ESSA (pg. 40).
<http://www2.ed.gov/documents/essa-act-of-1965.pdf>.
- **Slide 5** (1-2 minutes) Review the requirements of ESSA with the participants. Reflect that this information is taken from Section 1003 of ESSA – pg. 42.
<http://www2.ed.gov/documents/essa-act-of-1965.pdf>
- **Slide 6** (1-2 minutes) Review the ESSA levels of evidence with the participants including the fact that school improvement funds must be used only for interventions that fall in the first three levels. Explain that we will be examining these more in depth later in the session.
- **Slide 7** (1-2 minutes) Explain that this is the overarching purpose of the guide and that the guide was developed to help SEAs and LEAs to evaluate evidence as this had not been a requirement in the past. Remind participants that state or local agencies may reflect in their school improvement plans or ESSA plan the fact that they have engaged in the self-study process, which is systematic and thorough, in an effort to choose the most appropriate interventions with the highest evidence base.
- **Slide 8** (1-2 minutes) Explain that these goals are delineated in the guide. Remind the participants that it is the responsibility of the LEAs and, ultimately, the SEAs to select and implement evidence-based interventions that will positively impact student achievement. In order for that to happen, these goals must be achieved.
- **Slide 9** (1-2 minutes) Explain to the participants that to meet the goals on the slide, the self-study team must approach them systematically. Note that the guide helps them to do this work by providing a framework and tools, and the facilitator is integral to the leading the team through the process to reach the goals.
- **Slide 10** (1-2 minutes) Discuss with the participants that it is important to recognize that ESSA provides opportunities for states, LEAs, and schools to use their best judgment when it comes to selecting interventions for school improvement. Remind participants that ESSA offers increased flexibility as long as evidence-based interventions are selected that meet the needs of the schools. This may help to increase student achievement.
- **Slide 11** (1-2 minutes) Discuss with participants that choice and flexibility have been granted to states, LEAs and schools; however, the responsibility of ensuring that improvement occurs has also been shifted to these entities. Remind them that teams must thoughtfully consider the interventions to be utilized, and it is important that a discussion occurs amongst a wide variety of stakeholders to ensure that the appropriate interventions are selected. Reference the questions on the slide as representative of issues that should be discussed.
- **Slide 12** (3 minutes) Explain to the participants that the ESSA guidance recommends that a continuous school improvement model be implemented. This model involves first

assessing the needs of the school – which is required by ESSA. The guide helps in the selection of evidence-based interventions; however, the needs of the school must be considered. In addition, the guide helps the team think about initial planning for implementation.

- **Slide 13** (1-2 minutes) Note that the interventions need to be appropriate and doable, although the team will want to consider providing resources to assist with implementation is possible.

3. The Self-Study Process

- **Slide 14** Section Title
- **Slide 15** (1-2 minutes) Explain the self-study process as described on the slide. This process simply provides the structure for a facilitator to lead a team of stakeholders as they thoughtfully consider options and engage in decision-making.
- **Slide 16** (5-10 minutes)
 - **ACTIVITY (paper/pen or computer):** Review the slide with the participants and ask table groups to discuss the questions. One person should jot down notes for each question so the table group is prepared to share if called upon. Ask different table groups to share the highlights of their conversation regarding each of the questions.
- **Slide 17** (5-7 minutes)
 - **ACTIVITY (chart paper for each group/markers):** Review the responsibilities of the participants in their roles as facilitators. Ask the table groups to discuss the characteristics of a good facilitator and list them on chart paper. Post the charts around the room so they can be referenced later.
- **Slide 18** (1 minute) Call attention to the fact that this is in the guide as a resource for facilitators.

4. Conducting Self-Study

- **Slide 19** Section Title
- **Slide 20** (1-2 minutes) Review this graphic with the participants. It is included in the guide (pg. 4) and provides an overview of the self-study process utilizing the guide.
- **Slide 21** (5 ½ minutes)
 - **ACTIVITY (link to video/speakers):** If the participants will facilitate a state level team, explain that this video overviews the self-study process using the guide, and then show the video. Reflect that the remaining time in the session will be

spent helping them to learn to guide the process by becoming familiar with the guide and their role as a facilitator. The link to the video is:

<https://youtu.be/eVhSXN6DYC4>.

- *Skip this slide if the participants will be working with district or school level teams.
- **Slide 22** (5 ½ minutes)
 - **ACTIVITY (link to video/speakers):** If the participants will facilitate a district or school level team, explain that this video overviews the self-study process using the guide, and then show the video. Reflect that the remaining time in the session will be spent helping them to learn to guide the process by becoming familiar with the guide and their role as a facilitator. The link to the video is: <https://youtu.be/6-rbJKOHUtA>.
 - *Skip this slide if participants will be working with state-level teams.
- **Slide 23** (1-2 minutes) Note that there is individual work for both the facilitator and the team members. The participants need to be prepared to answer questions if they are asked by team members; therefore, the participants need to be comfortable with the self-study process as well as the contents of the guide.
- **Slide 24** (1-2 minutes) Note that the participant’s role as a facilitator role is critical in conducting the discussion, ensuring that everyone has the opportunity to participate, that no single person dominates the conversation or decision-making process, and that the team considers interventions in a thoughtful and comprehensive manner.
- **Slide 25** (1-2 minutes) Emphasize to the participants that their role as facilitator is critical to this discussion and helps to clarify priorities, establish next steps, timelines and responsibilities, and schedules meetings to be sure that goals are being accomplished.

5. Exploring the Guide and the Role of the Facilitator

- **Slide 26** Section Title
- **Slide 27** (5 minutes) Encourage the participants to thumb through the guide as the sections are mentioned. Emphasize that they will need to become very familiar with the guide if they are to effectively facilitate. They will need to be able to explain the components of the guide and answer questions from team members. We will spend time with the meat of the guide in this session, but they will need to spend time with the entire guide on their own.

Point out that the “Preparing for Self-Study” section contains some especially important components including sections that address collecting and evaluating research and explanations of the levels of evidence. Emphasize that team members will need to read these sections carefully so they can conduct the independent work in preparation for team

discussion. Emphasize to the participants that as facilitators they will need to call attention to this section in particular when reviewing the guide initially with the team.

Note that the tools are all fillable electronically. Participants in their roles as facilitators will need to decide which tools they will utilize and instruct their team members to use.

- **Slide 28** (2-3 minutes) These sections are particularly important in getting the work started. Have the participants tab them with sticky notes. Explain to participants that in their role as facilitators they will need to be sure that team members understand the self-study process and the independent work they will need to do to prepare for the discussion phase.
- **Slide 29** (7-10 minutes)
 - **Activity (Sticky notes/chart paper/pens):** Instruct participants to read these sections and table groups to discuss the questions. If the groups identify resources and organizations that are able to assist with collection or evaluation of evidence-based strategies, ask that they be written on sticky notes and then collect those and post them on chart paper.
*If there is time and internet access, allow participants to visit some of the websites so they can familiarize themselves with the resources that are available. This will add time to this activity.
- **Slide 30** (7-10 minutes)
 - **Activity (Guide):** Stress to participants that they need to have a good understanding of these concepts so they can answer questions from their team members. Ask groups to each read the section on ESSA evidence levels and then to discussion the questions on the screen.
- **Slide 31** (15-20 minutes)
 - **Activity (Guide):** Utilize the jigsaw strategy as described on the slide so that everyone gains an understanding of the material. Participants at each table should read a different section of text and then explain that section to everyone else at the table. If there are enough participants at a table, allow more than one person to read a section and discuss it with their partner before they explain it to the others at the table. Explain that it would be particularly helpful if at least two people read the section on strong evidence and explain that section it to the group together.
- **Slide 32** (30 minutes)
 - **Activity (Sample needs assessment/Guide/computers/internet access):** Reflect to participants that this activity will give them insight, as facilitators, into

collecting evidence and evaluating it considering the needs of the school. It also provides some awareness into the challenges involved.

- Instruct the participants to review the data (spreadsheet and narrative) from ABC Elementary School carefully. Table groups should determine two or three top priorities based on the data. They should then choose one identified priority to address with an intervention, select an appropriate intervention from one of the websites listed on page 12 of the guide, and complete a scoring template.
*The completed scoring templates will be used in a subsequent activity; however, if no internet connection is available, you may want to walk through an example in the scoring guide in areas 2-5 (Area 1 will be used for an upcoming activity as well). Encourage participants to note the information that may be considered and the guiding questions. This activity will take less time if participants are not actually completing the activity but are receiving an overview.

- **Slide 33** (15 minutes)
 - **Activity (Sample needs assessment/Guide/pens or computer):** Explain to participants that in their role as facilitators they may be asking team members to do this work. Reflect to the participants that they may ask their team members to rate all of the interventions in the scoring guide, some of them, or none of them depending on the state and local situation.

- **Slide 34** (2-4 minutes) Review these documents with the participants and talk about how they are used. Indicate that the preceding slides provided participants with an idea of the work that would be required of team members. Point out that these documents are those that they will use as facilitators to capture the ideas of team members.
 - **Initial Voting Worksheet** – used to capture the first vote of each team member
 - **Consensus Rating Form** – used to record the consensus vote of the team
 - **Planning Sheet** – used to record priorities, ideas for resource development, challenges or other thoughts of the team related to planning for implementation.

- **Slide 35** (15 minutes)
 - **Activity (paper/pens):** Ask groups to share out a couple of characteristics they charted earlier to their refresh memories. Ask the participants to talk about the questions on the slide and to jot down answers that they can share out in whole group.

- **Slide 36** (30-45 minutes)
 - **Activity (Guide/pen or computer):** Ask everyone to locate the scoring template and scoring guides that they completed earlier. Instruct each person at the table to take turns facilitating the discussion regarding ONE intervention. Explain that the participant who is facilitating should take an initial vote using the voting worksheet, lead the discussion, and then record results on the Consensus Rating Form. He or she will then lead the team as they discuss two questions on the Planning form. Circulate while the table groups are engaging in this activity to answer any questions and provide support.

6. Reflection and Summary

- **Slide 37** Section Title
- **Slide 38** (5-7 minutes) After teams are finished with the preceding activity ask them to debrief, discussing the questions on the screen.
- **Slide 39** (5-7 minutes) Engage the participants in a brief discussion regarding the questions on the screen. List the overall benefits on chart paper if there is time.
- **Slide 40** (2 minutes) Reference the bullets on the screen summarizing the content of the session.
- **Slide 41** (1-5 minutes) Indicate to the participants that they may go to the website to access the guides and to view other ESSA resources. If there is time and an internet connect, go to the website and show the participants some of the resources. Explain that they may also contact Laurie Lee from the Florida Center for Reading Research if they have questions or comments regarding the guide or any of the resources.