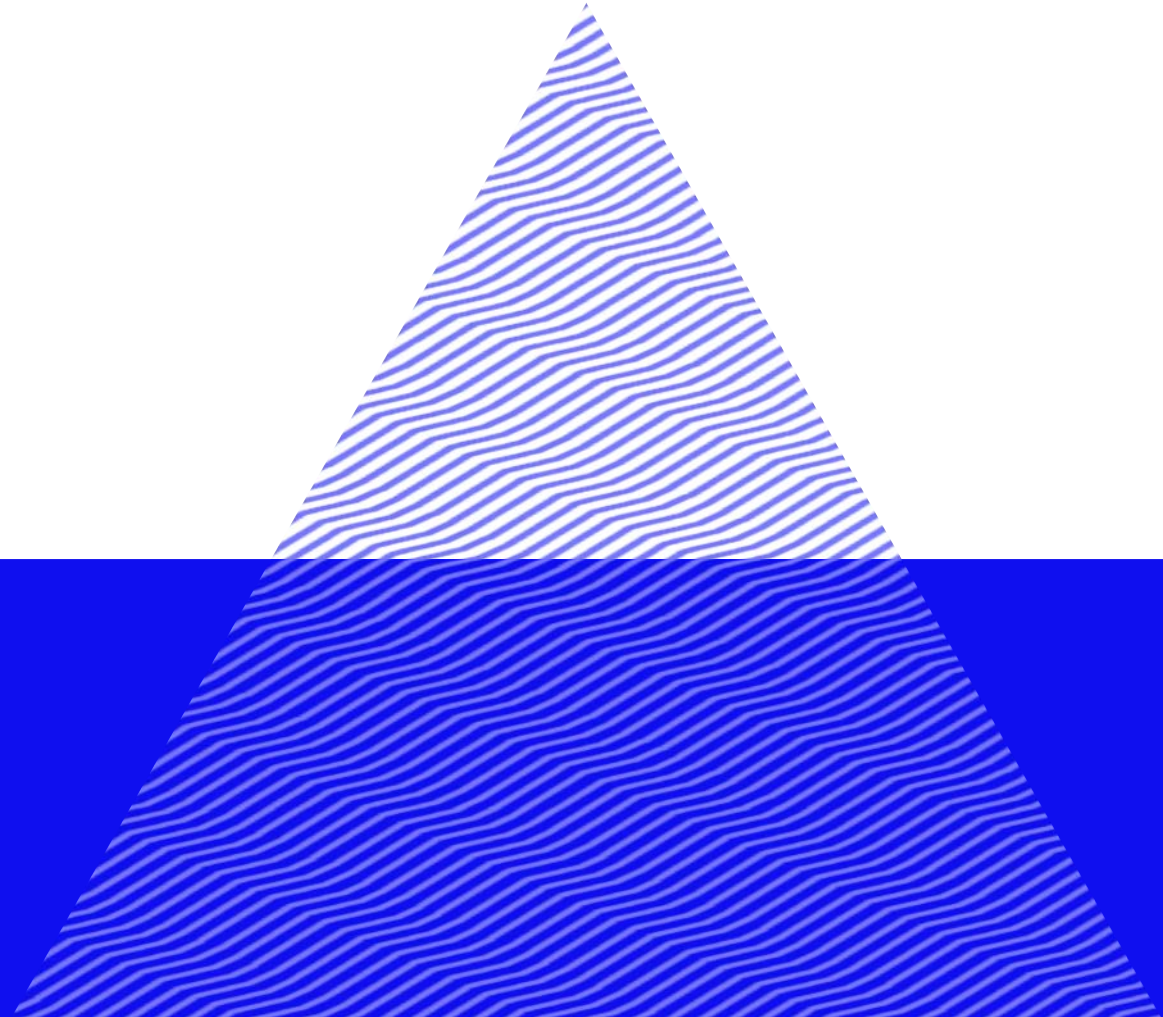
Education Action Plan

Dr Tanya Vaughan, 21 August



EVIDENCE
FOR LEARNING

Acknowledgement of Country

I would like to acknowledge the peoples of Kulin Nations, the traditional custodians of the land on which we meet and pay my respects to elders past, present and emerging.

Outline of webinar

- **How we work**
  - Building, sharing and encouraging use of evidence
- **Education Action Plan**
  - Evidence Ecosystem
  - Impact Evaluation Cycle
  - Evidence-informed decision making
  - Teaching & Learning Toolkit
  - Practice based evidence
- **Questions**

Introducing Evidence for Learning

Social Ventures Australia
Funding • Investment • Advice

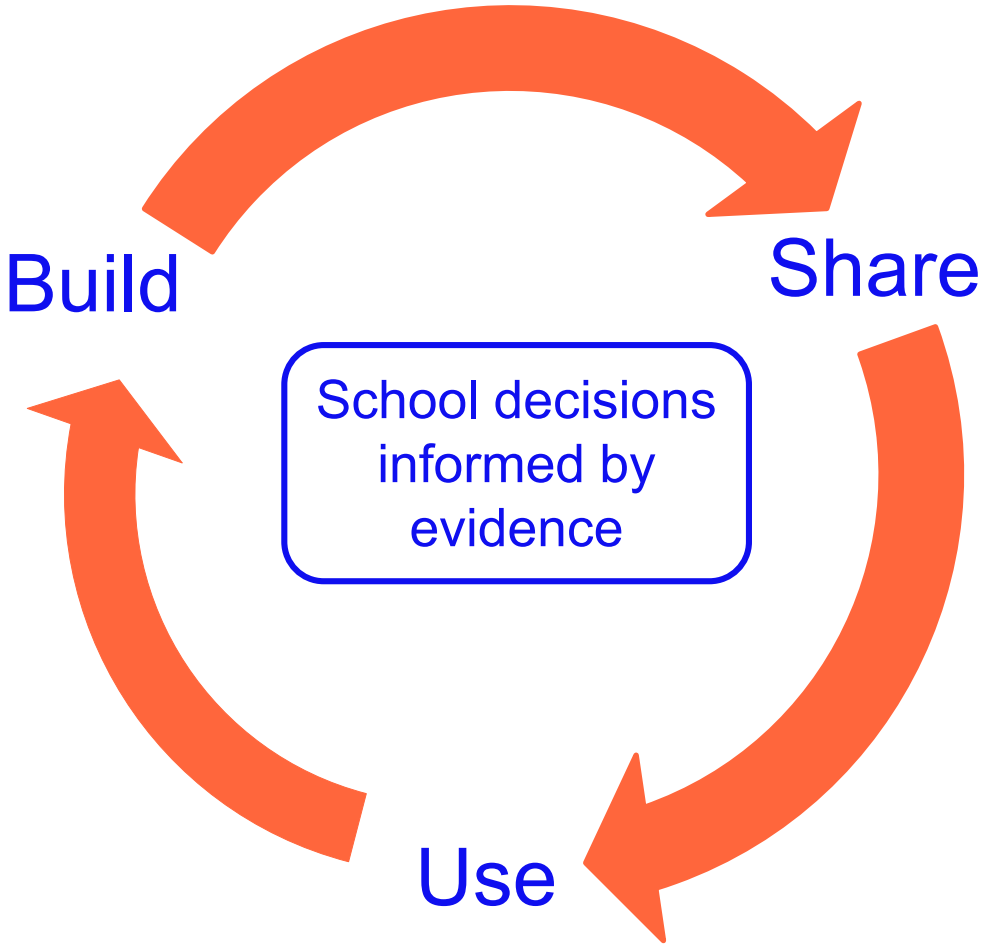
Education Endowment Foundation

CommonwealthBank

How do we work?

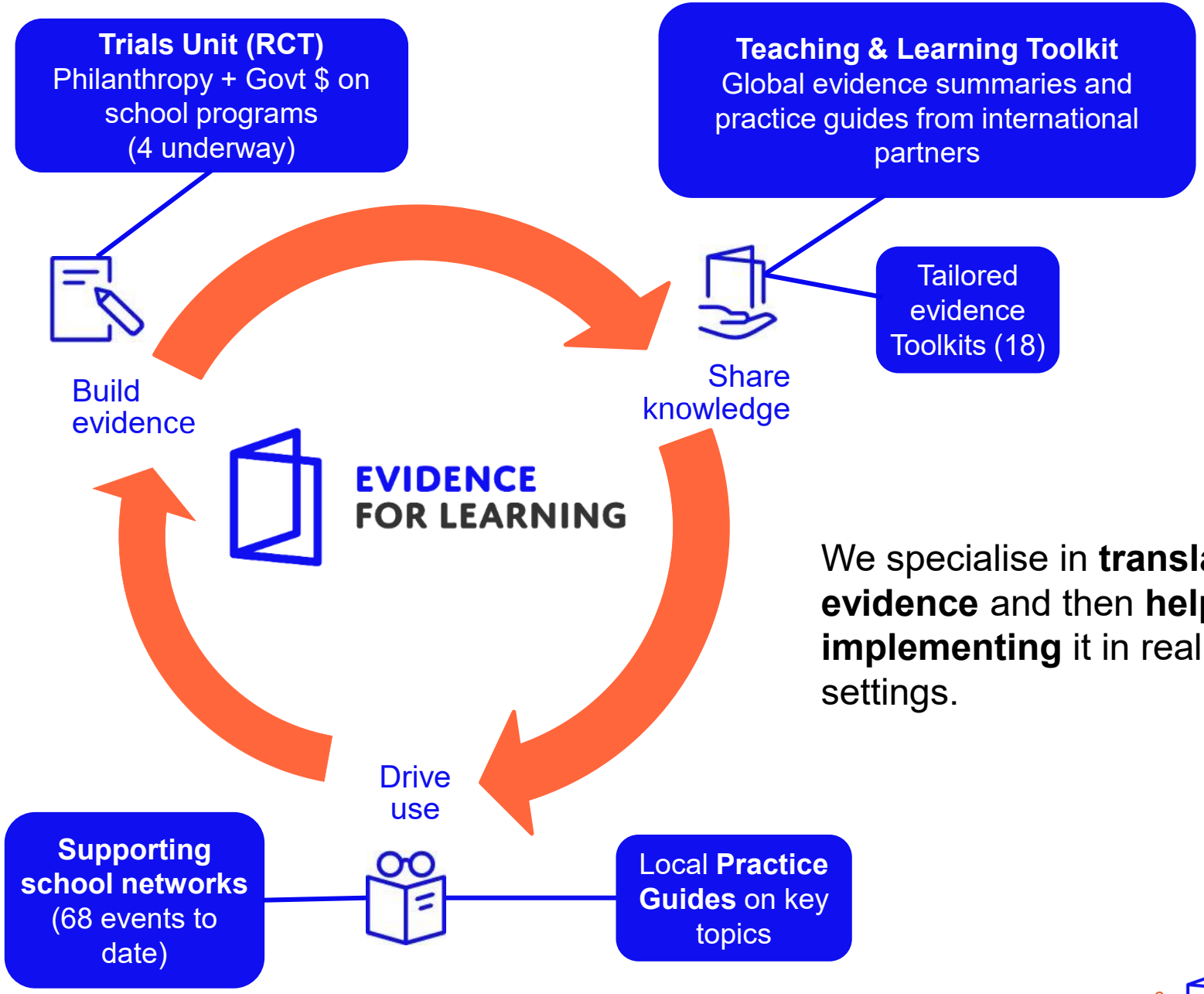
We are an **Evidence Intermediary**; we play a broking role between research and practice.

We specialise in **translating evidence** and then **help implementing** it in real world settings.



Better school decisions informed by evidence

We are an **Evidence Intermediary**; we play a brokering role between research and practice



We specialise in **translating evidence** and then **help implementing** it in real world settings.

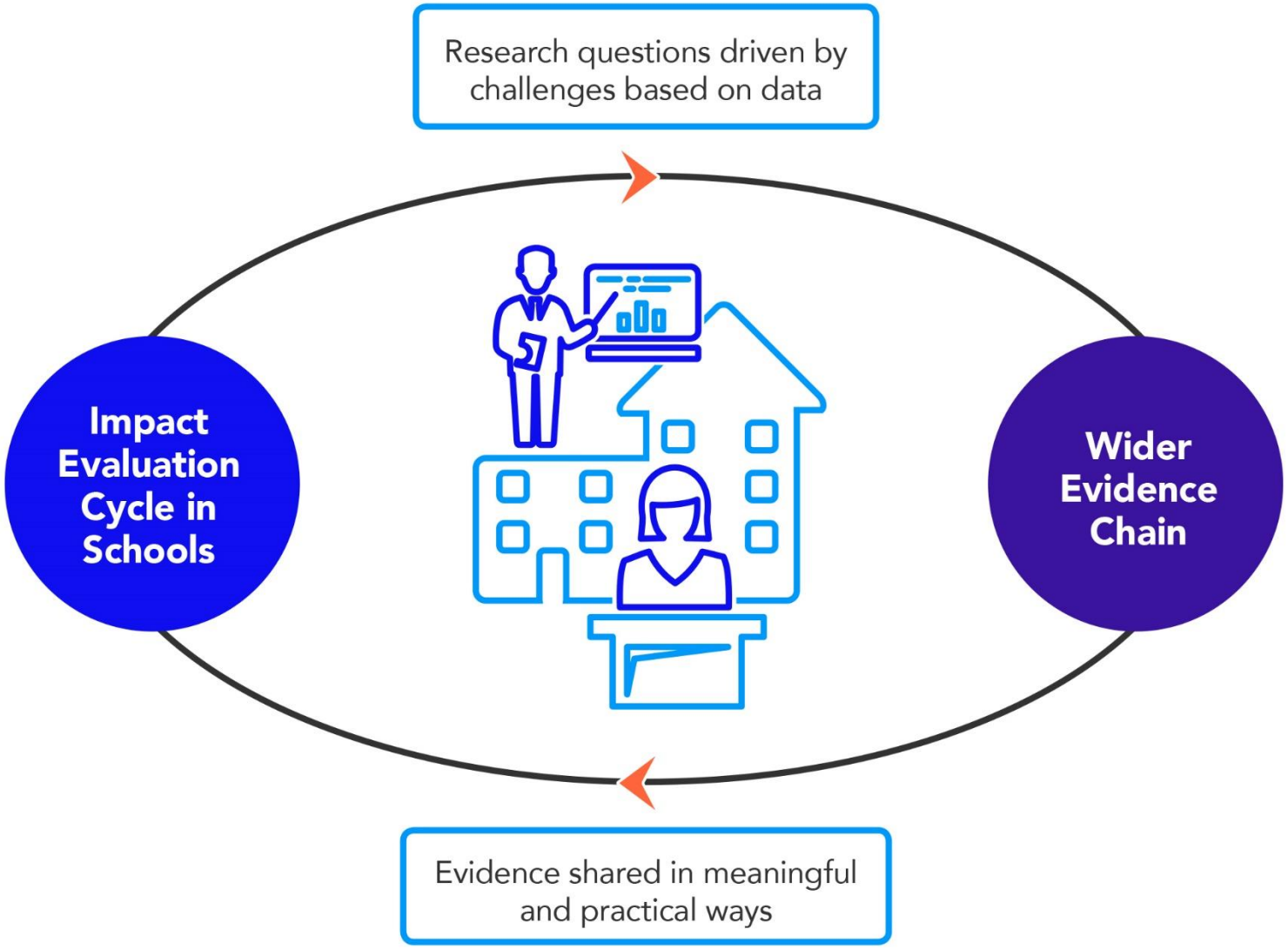

QUIZ

True or false?

The current state of the evidence base suggests that…

1. Drinking six to eight glasses of water per day improves student outcomes
2. Individuals learn better when they receive information in their preferred learning style (e.g. auditory, visual, kinaesthetic)
3. Feedback on how students complete a task is more effective than general praise
4. The greatest in school impact on student progress is teaching quality
5. Grouping students by ability improves outcomes for all students

Evidence ecosystem



evidenceforlearning.org.au/evidence-informed-educators/evidence-ecosystem

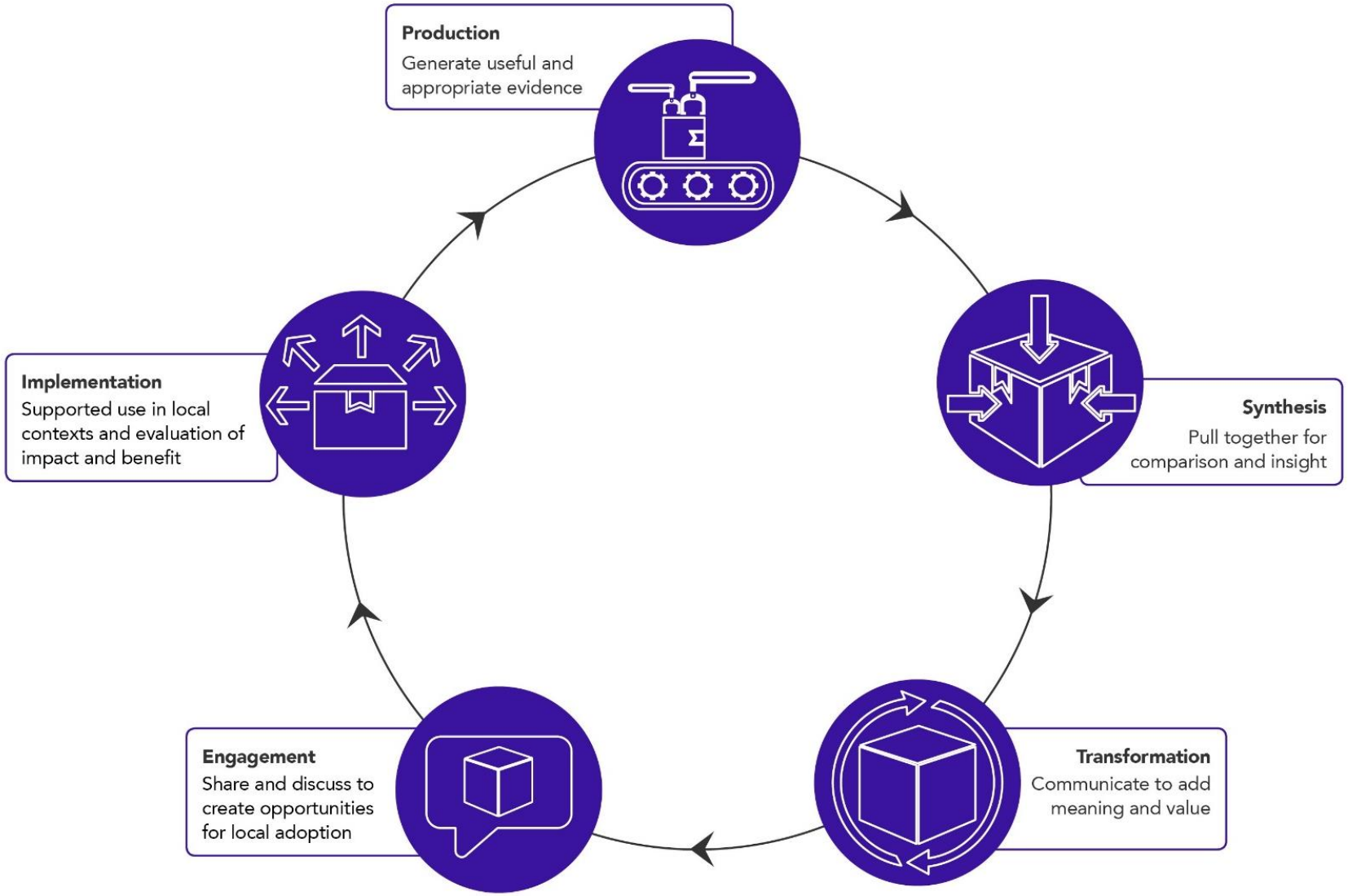
Barriers to engaging with the wider evidence chain?

Three common barriers to accessing and using research:

- Shortage of time to engage with research
- Overload of information to process
- Insufficient contextualised information for practice.

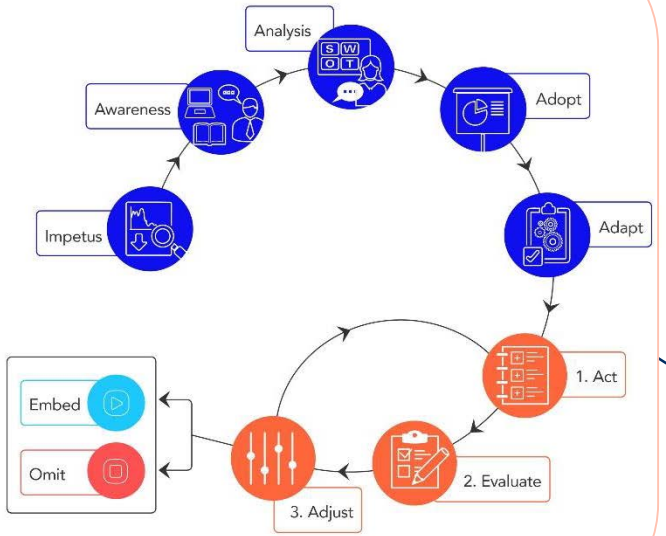
Source: Sharples, J (2013), *Evidence for the Frontline: A report for the Alliance For useful Evidence*.

Wider Evidence Chain - external



Adapted from Sharples J Evidence Chain for the Frontline (2013). evidenceforlearning.org.au/evidence-informed-educators/evidence-ecosystem

Evidence ecosystem



Impact Evaluation Cycle

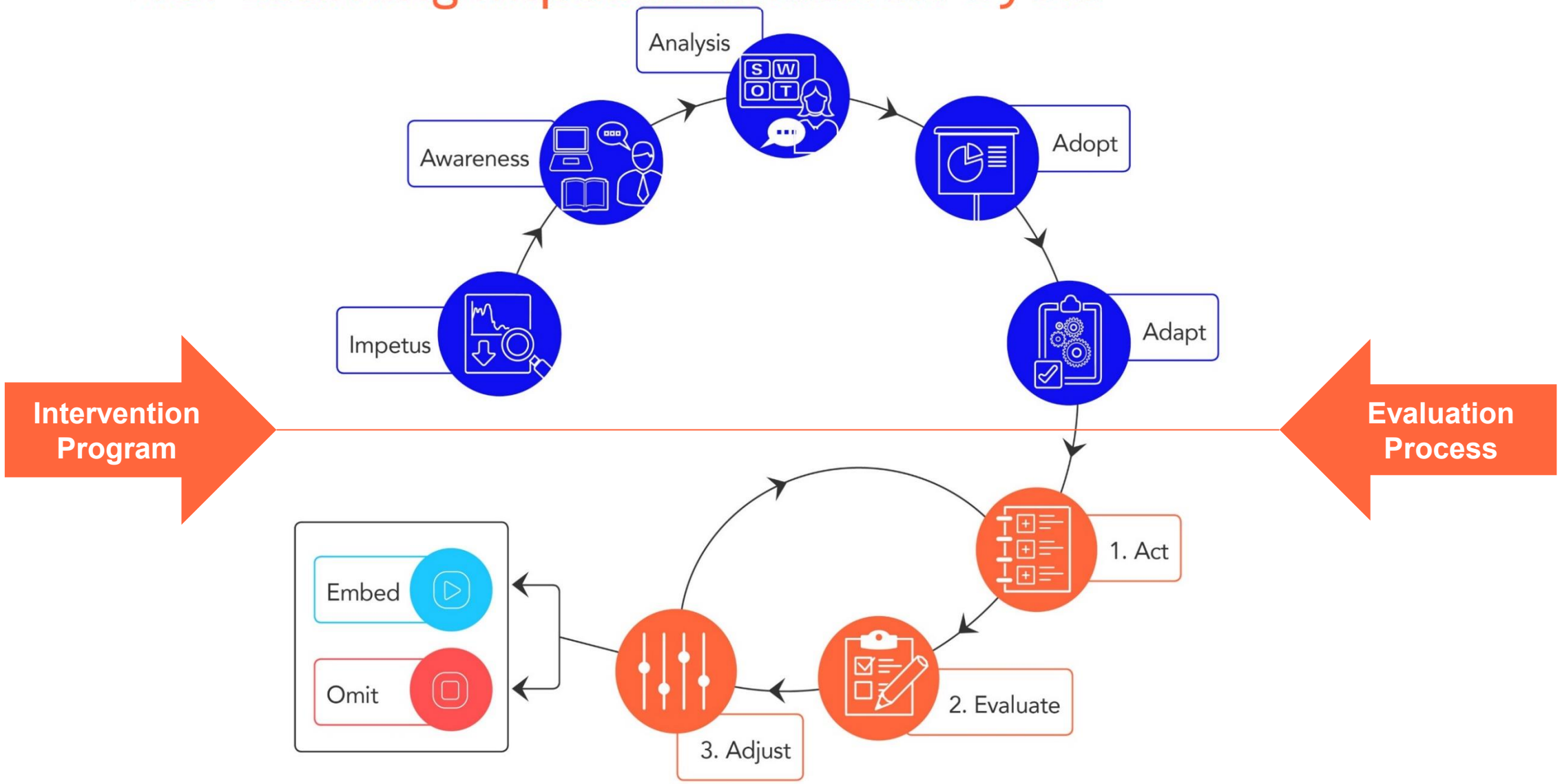
Research questions driven by challenges based on data

Wider Evidence Chain

Evidence shared in meaningful and practical ways

E4L

Evidence for Learning Impact Evaluation Cycle



Using the Education Action Plan to structure your change

- The Education Action Plan is a program logic. It is your program road map
  - ✓ Where are you going?
  - ✓ How will you get there?
  - ✓ What will tell you that you've arrived?
- Provides the base for ***program development***, ***planning***, ***implementation***, and ***measurement*** *and* ***evaluation.***
- Facilitates evidence-informed decision making and the gathering of practice based evidence.

Education Action Plan

Education Action Plan example

Your Education Action Plan, is a roadmap for your improvement journey.

Plan title: Improving reading comprehension growth for students from grade 3 to grade 5.	Date:

Impetus	Awareness and analysis			Adoption and adaption	Act, evaluate & adjust	Embed or omit
Impetus	**Goal**	**Short-term outcomes**	**Mid-term outcomes**	**Long-term outcomes**	**Activities**	**Act, evaluate & adjust**	**Embed or omit**
What is the context of my students? *The students are in year three in a school that is surrounded by relative disadvantage with a ICSEA of 900. 74% of stud come fro Backg Engl ide T*	**Define your goal.** *The students will show growth in readi com*	**Write your short-term outcome.**	**Write your mid-term outcomes.** in teachers'	**Write your long-term outcomes** Improved outcomes for students in their growth from Year three to Year eading, with 95 f students stional rd in	**What is the plan of activities and how will you know they are working?** *A 5-6 l desig stud con* W th u t	**How are you tracking against your short-term, mid-term and long-term outcomes?** ncreased numb udents meeti tional mini dard for u are esi ad a he ded rently th en no unint utcomes.	**Based on the outcomes, do you decide to embed or** en erve each ice and provide feedback to each other. Ensure coaches work with the teacher to make sure effective practice is spread.

Where are you going?

How will you get there?

What will tell you that you've arrived?

evidenceforlearning.org.au/evidence-informed-educators/impact-evaluation-cycle/

E4L

What evidence is useful?

What types of evidence are important?

- Evidence of what works for whom and in what circumstances for evidence-informed decision making.
- Practice-based evidence.

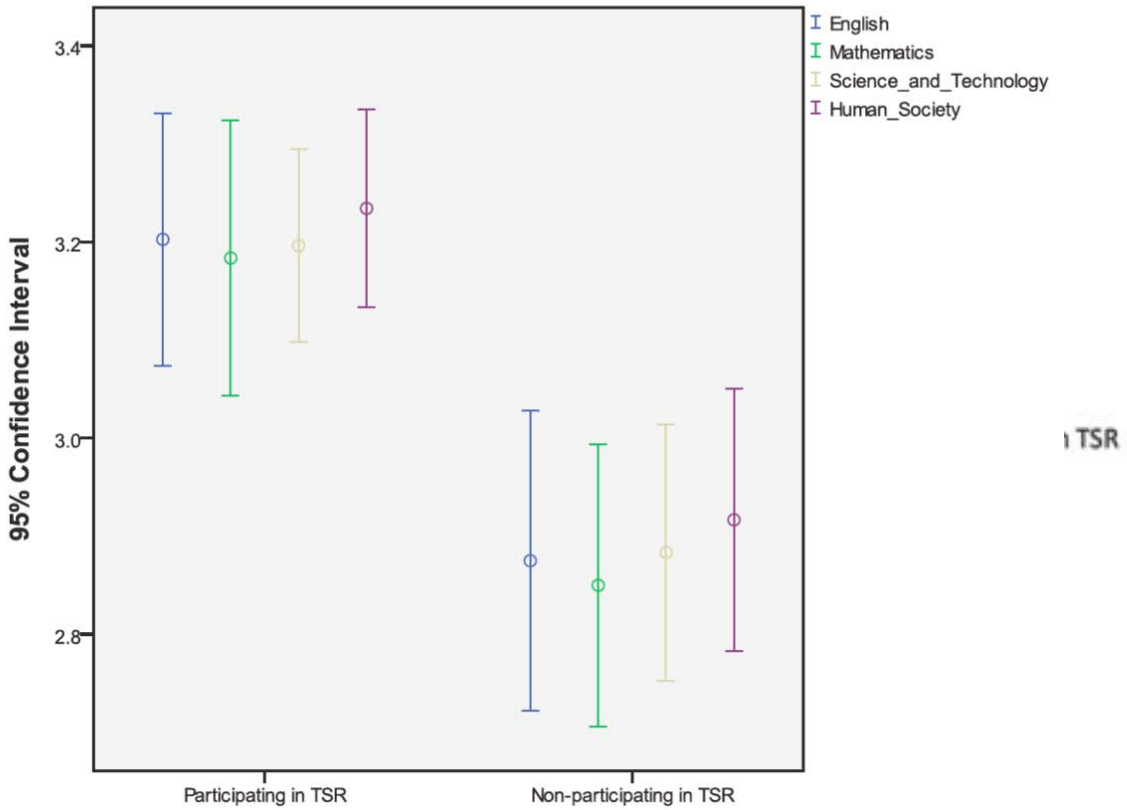
Includes quantitative and qualitative evidence. Answers the questions of:

- Has there been an improvement in students' learning? (Hattie, 2015).
- Identifying the active ingredients involved in the implementation of the approach that worked in your setting and how they worked (Sharples, 2013).

Adapted from Hattie, J 2015, What works best in education: *The politics of collaborative expertise*, Pearson, London and Sharples, J. (2013). Evidence for the Frontline. London: The Alliance for Useful Evidence: http://www.alliance4usefulevidence.org/assets/EVIDENCE-FOR-THE-FRONTLINE-FINAL-5-June-2013.pdf

Examples of evidence

The 95 percent confidence intervals for academic grades for individual subjects according to TSR participation status



Themes	School (nom de plume)			
	Longer term - TSR		Initial TSR	
	Willow Brook	Margaret Park	Bonvilla	Curraburra
Engagement	All students engaged and encouraged. Program drew on cultural knowledge of students.	All students actively engaged. Stimulating, personalised and fun learning opportunities.	Students engaged. Program fun, creative and energising.	All students engaged. Program fun and creative within a safe and supportive environment. Program drew on cultural knowledge of students.
TSR and students academic engagement	Increased student confidence. Increased attendance on TSR day.	Increased student confidence. Increased self esteem. Increased punctuality on TSR days.	Increased student confidence. Some contribution to academic gains. Student reported increased attendance on TSR days.	Some contribution to Improvement in students' ability to read out loud. Increased attendance.

Vaughan, T., Harris, J., & Caldwell, B. J. (2011). *Bridging the Gap in School Achievement through the Arts: Summary report*. In. Retrieved from http://www.songroom.org.au/wp-content/uploads/2013/06/Bridging-the-Gap-in-School-Achievement-through-the-Arts.pdf

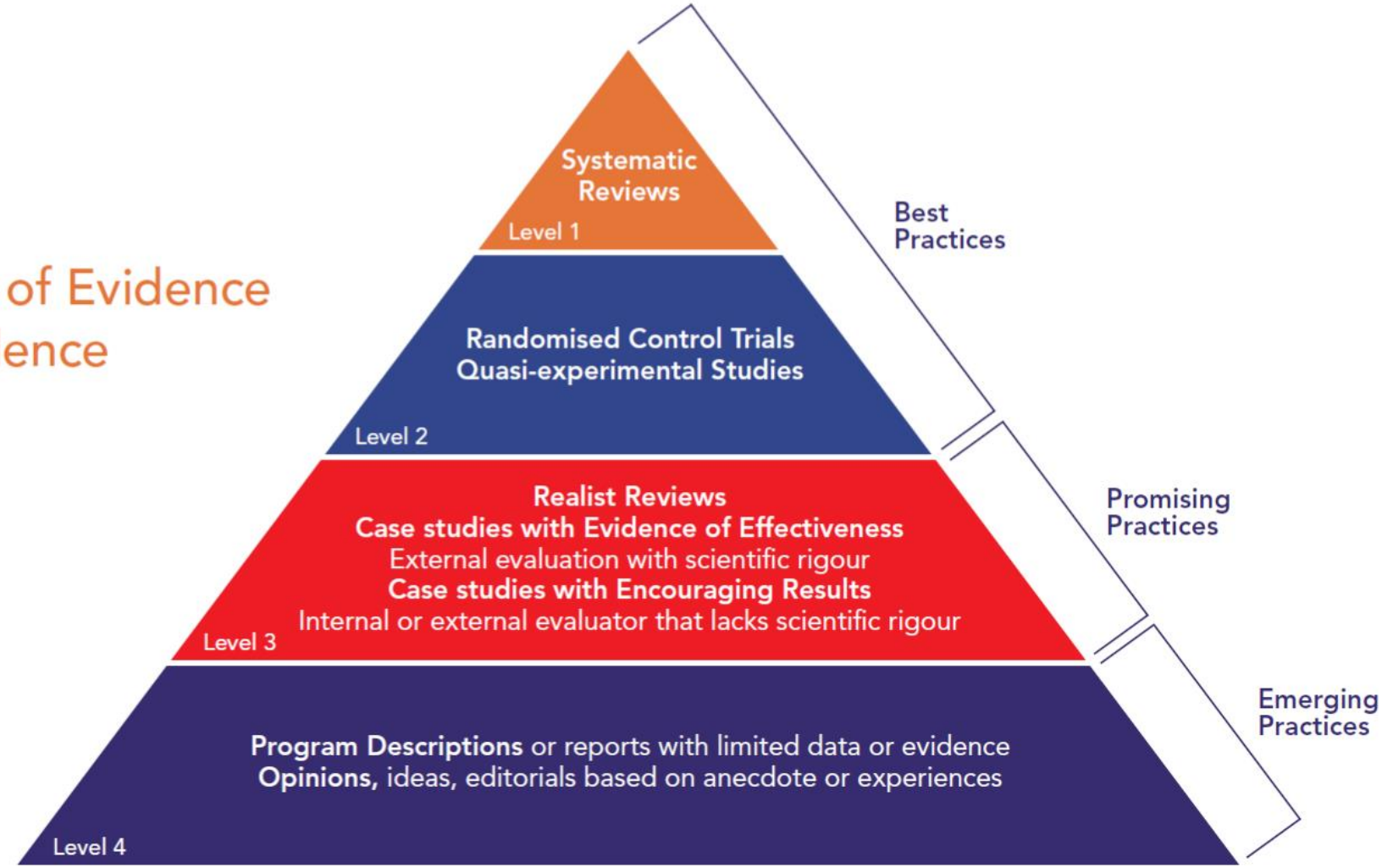
What is evidence-informed decision making?

Evidence informed decisions are about “integrating professional expertise with the best external evidence from research to improve the quality of practice” (Sharples, 2013, p. 7). This is not about “prescribing what goes on from a position of unchallenged authority” (Sharples, 2013, p. 7).

Source: Vaughan, Deeble and Bush (2017). Evidence-informed decision making. Australian Educational Leader. 39(4) pp.32-35

Hierarchy of evidence

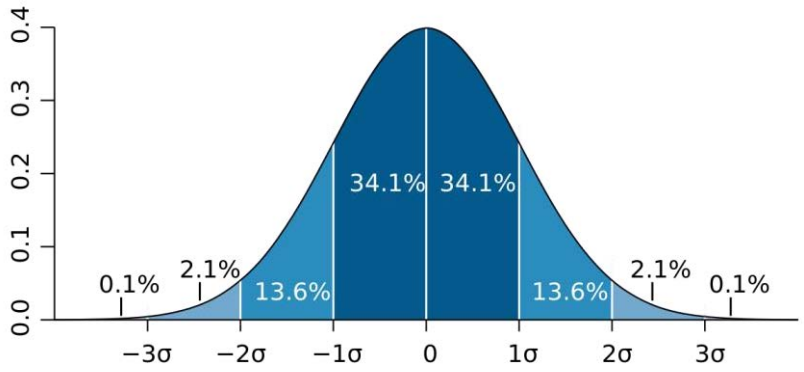
Levels of Evidence Confidence



Source: Deeble, M. and T. Vaughan (2018) An evidence broker for Australian schools. Occassional Paper **155**, 1-20. Retrieved from: http://www.evidenceforlearning.org.au/evidence-informed-educators/an-evidence-broker-for-australian-schools/

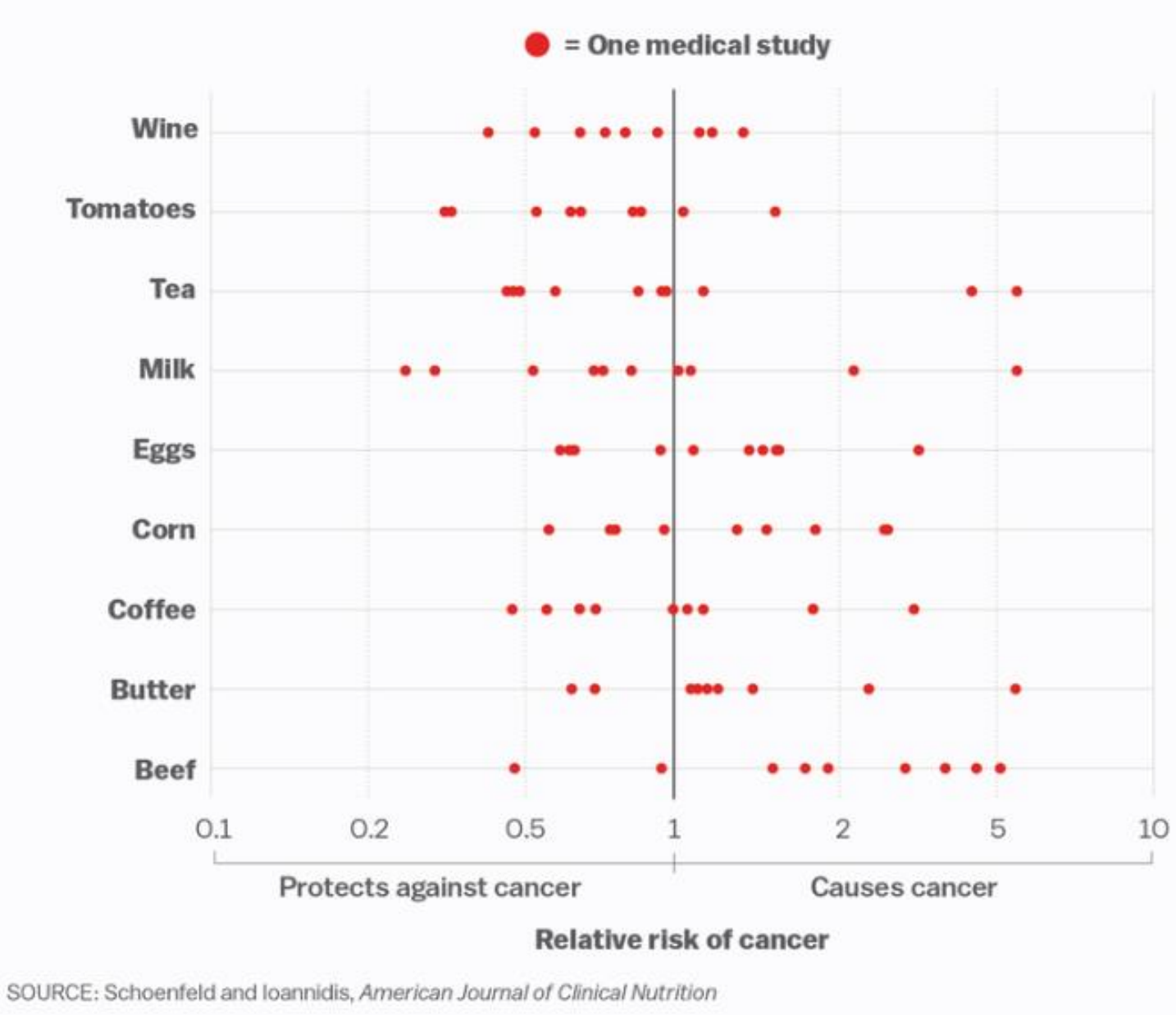
What is an effect size?

- Effect sizes let you measure the magnitude of the growth in students' learning. Effect sizes can be tracked over time to obtain an idea if students' learning is improving over time or to track the effectiveness of changes in teaching.
- An effect size is the difference in means between groups, divided by their overall standard deviation.
- ***Mean*** is the average of the numbers.
- ***Standard deviation*** is the amount of variance in the population, the closer the data points are to the mean the lower the standard deviation.
- Effect sizes indicates levels of growth for students.
- Effect sizes…"allows us to move beyond the simplistic, 'Does it work or not?' to the far more sophisticated, 'How well does it work in a range of contexts?" (Coe, 2002).



Adapted from Caldwell & Vaughan (2012). Transforming Education through the Arts. Routledge: New York and Coe, R. (2002). It's the effect size, stupid: What effect size is and why it is important. Retrieved from: https://www.leeds.ac.uk/educol/documents/00002182.htm

Using evidence



What is practice-based evidence

Educators create “practice-based evidence” that is “evidence to help us discern whether any specific changes attempted are actually improvements” (Bryk, 2015, p. 475).

This practice-based evidence is captured within the Impact Evaluation Cycle and Education Action Plan of our Evidence Ecosystem (Evidence for Learning, 2017b).

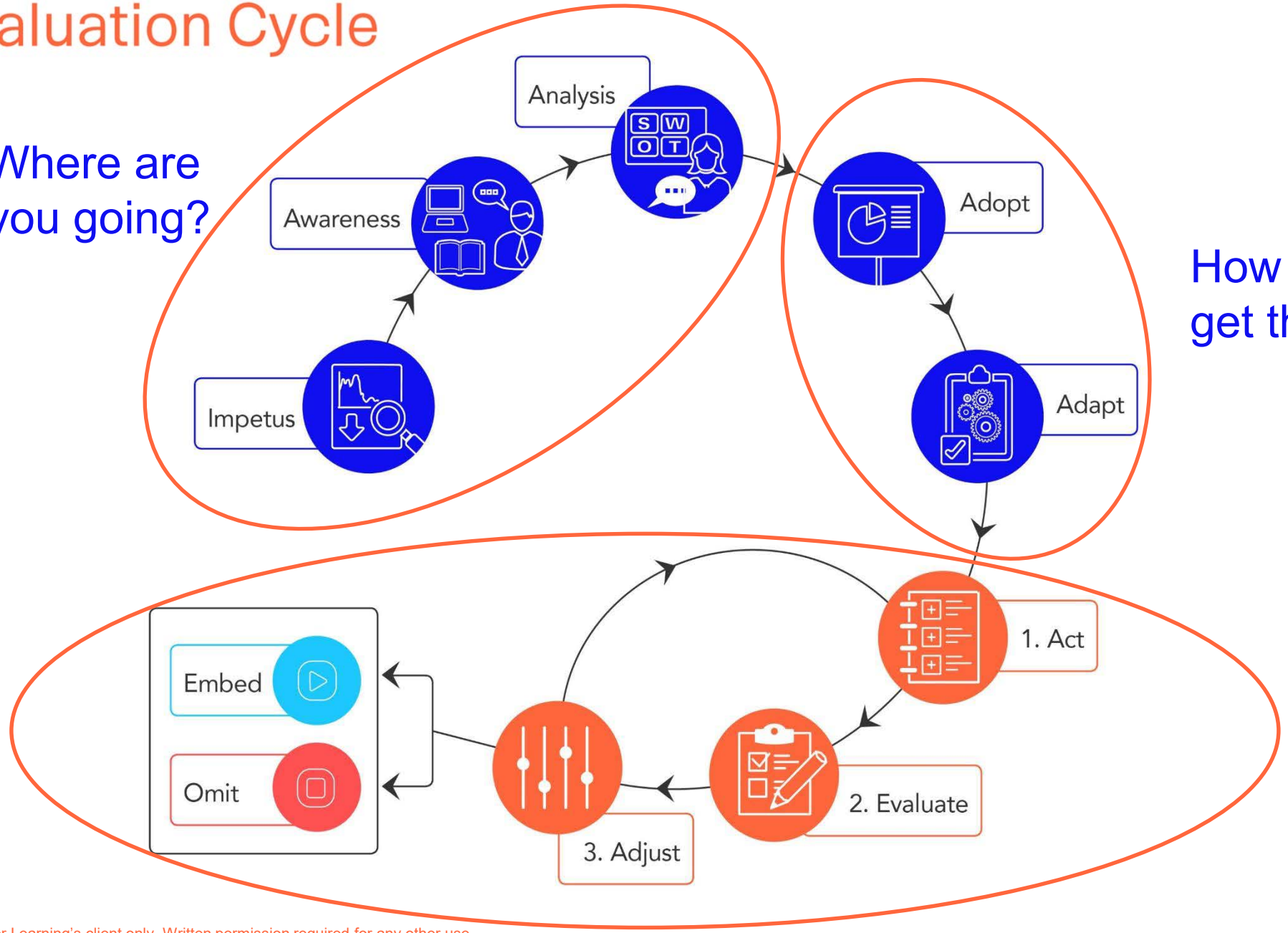
Source: Vaughan, Deeble and Bush (2017). Evidence-informed decision making. Australian Educational Leader. 39(4) pp.32-35

Impact Evaluation Cycle

Where are you going?

How will you get there?

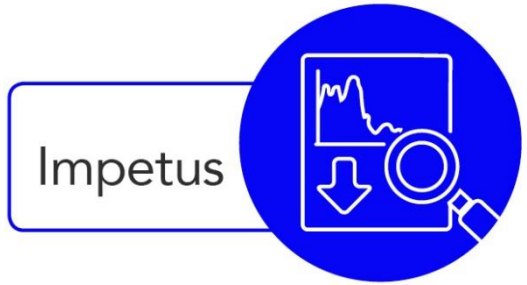
What will tell you that you've arrived?



E4L

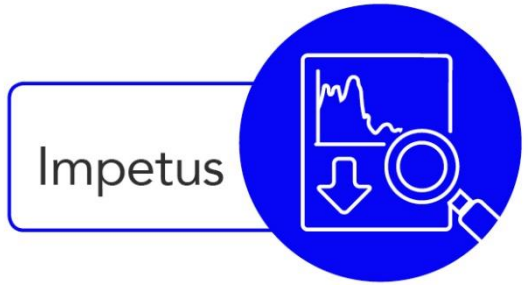
What are some of the challenges to improving student growth?

Limited and inconsistent growth in reading comprehension levels from Year 3 to Year 5.



Define your student cohort for this improvement plan. Define your goal.

Ninety five percent of our Year 5 student cohort will reach the national minimum standard for reading.



What does the evidence base say about improving reading?

I can access the Teaching & Learning Toolkit as a source of evidence.

The Teaching & Learning Toolkit

The Toolkit aims to:

- Support evidence-informed decision making in Australian schools;
- Provide guidance for educators on how to use their resources to improve educational outcomes for their students;
- Act as an introduction to educational research.

The Teaching & Learning Toolkit

Average months' worth of learning progress;

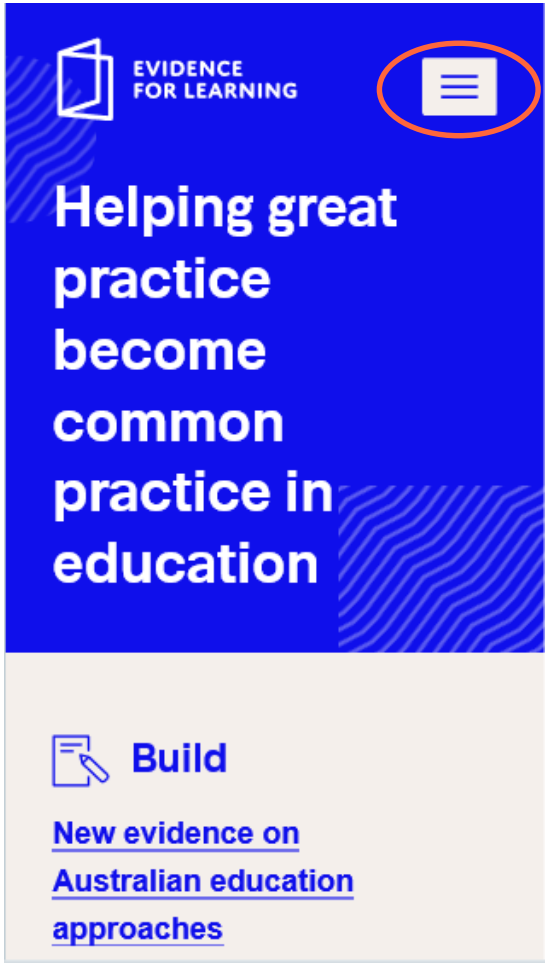
Cost to implement; and

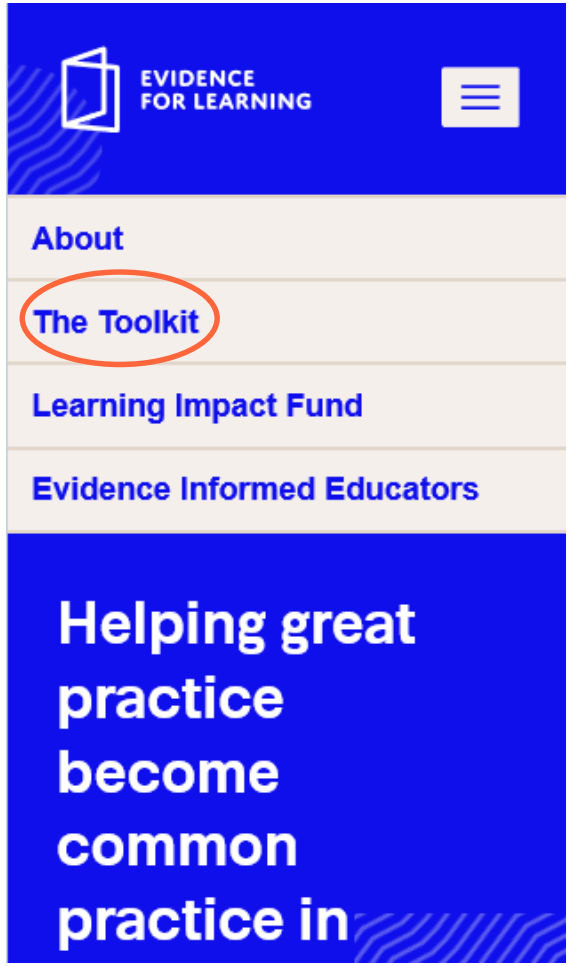
The security of evidence.

Arts participation	$ $ $ $ $	🔒🔒🔒🔒🔒	+2
Aspiration interventions	$ $ $ $ $	🔒🔒🔒🔒🔒	0
Behaviour interventions	$ $ $ $ $	🔒🔒🔒🔒🔒	+3
Block scheduling	$ $ $ $ $	🔒🔒🔒🔒🔒	0
Collaborative learning	$ $ $ $ $	🔒🔒🔒🔒🔒	+5
Digital technology	$ $ $ $ $	🔒🔒🔒🔒🔒	+4
Early years intervention	$ $ $ $ $	🔒🔒🔒🔒🔒	+5
Extending school time	$ $ $ $ $	🔒🔒🔒🔒🔒	+2
Feedback	$ $ $ $ $	🔒🔒🔒🔒🔒	+8
Homework (Primary)	$ $ $ $ $	🔒🔒🔒🔒🔒	+2
Homework (Secondary)	$ $ $ $ $	🔒🔒🔒🔒🔒	+5
Individualised instruction	$ $ $ $ $	🔒🔒🔒🔒🔒	+2
Learning styles	$ $ $ $ $	🔒🔒🔒🔒🔒	+2
Mastery learning	$ $ $ $ $	🔒🔒🔒🔒🔒	+5
Mentoring	$ $ $ $ $	🔒🔒🔒🔒🔒	+1
Meta-cognition and self-regulation	$ $ $ $ $	🔒🔒🔒🔒🔒	+8
One to one tuition	$ $ $ $ $	🔒🔒🔒🔒🔒	+5
Oral language interventions	$ $ $ $ $	🔒🔒🔒🔒🔒	+5
Outdoor adventure learning	$ $ $ $ $	🔒🔒🔒🔒🔒	+4
Parental involvement	$ $ $ $ $	🔒🔒🔒🔒🔒	+3
Peer tutoring	$ $ $ $ $	🔒🔒🔒🔒🔒	+5
Performance pay	$ $ $ $ $	🔒🔒🔒🔒🔒	+1
Phonics	$ $ $ $ $	🔒🔒🔒🔒🔒	+4
Physical environment	$ $ $ $ $	🔒🔒🔒🔒🔒	0
Reading comprehension strategies	$ $ $ $ $	🔒🔒🔒🔒🔒	+5
Reducing class size	$ $ $ $ $	🔒🔒🔒🔒🔒	+3
Repeating a year	$ $ $ $ $	🔒🔒🔒🔒🔒	-4
School uniform	$ $ $ $ $	🔒🔒🔒🔒🔒	0
Setting or streaming	$ $ $ $ $	🔒🔒🔒🔒🔒	-1
Small group tuition	$ $ $ $ $	🔒🔒🔒🔒🔒	+4
Social and emotional learning	$ $ $ $ $	🔒🔒🔒🔒🔒	+4
Sports participation	$ $ $ $ $	🔒🔒🔒🔒🔒	+2
Summer schools	$ $ $ $ $	🔒🔒🔒🔒🔒	+2
Teaching assistants	$ $ $ $ $	🔒🔒🔒🔒🔒	+1

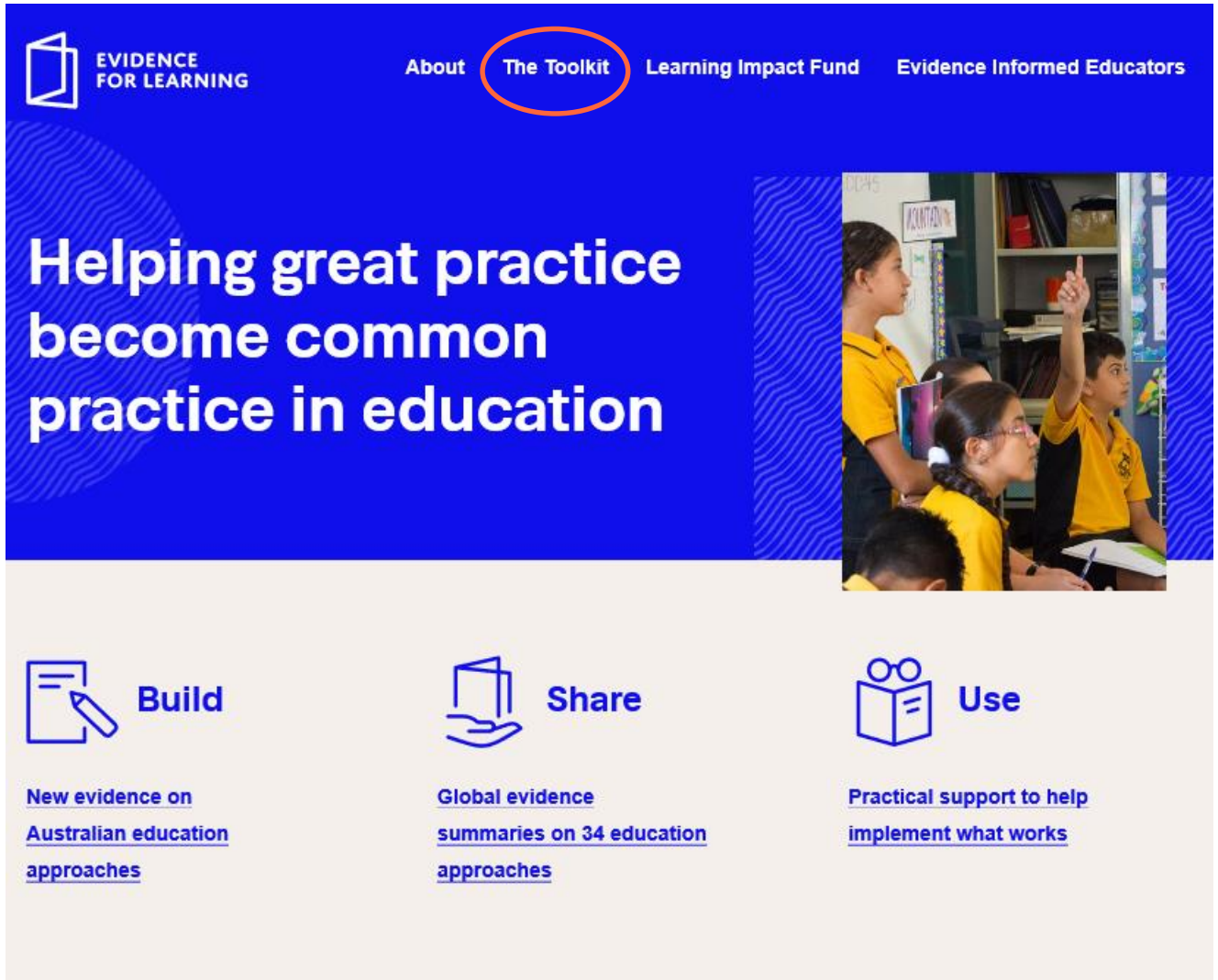
Accessing the Teaching & Learning Toolkit

Tablet or phone



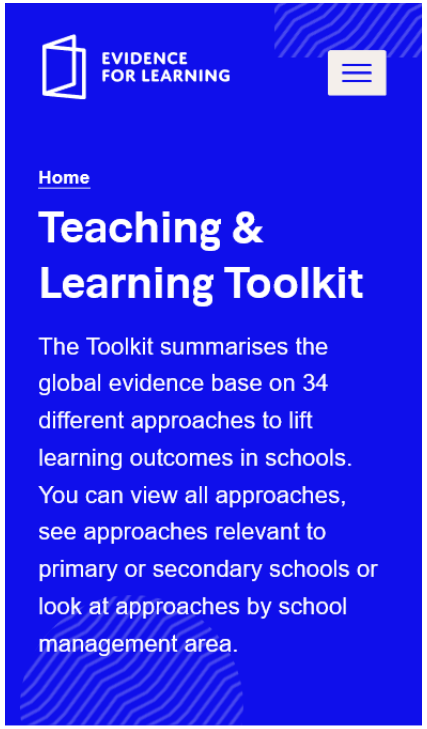


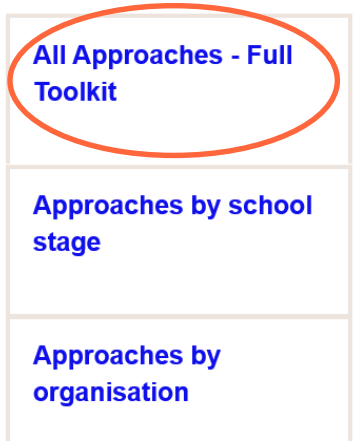
Laptop



The Teaching & Learning Toolkit

Tablet or phone





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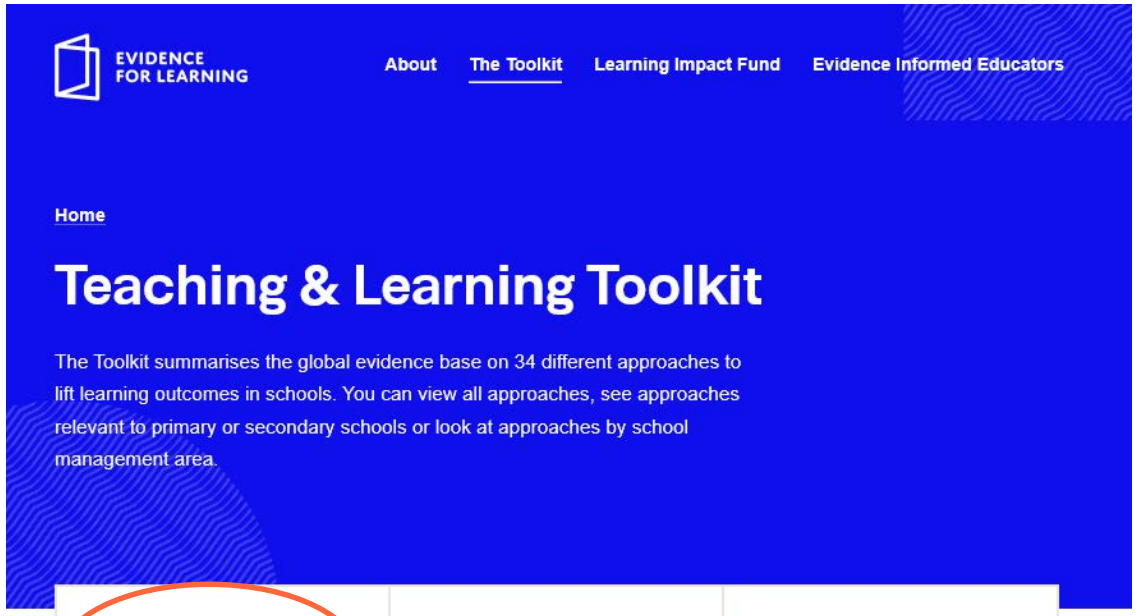
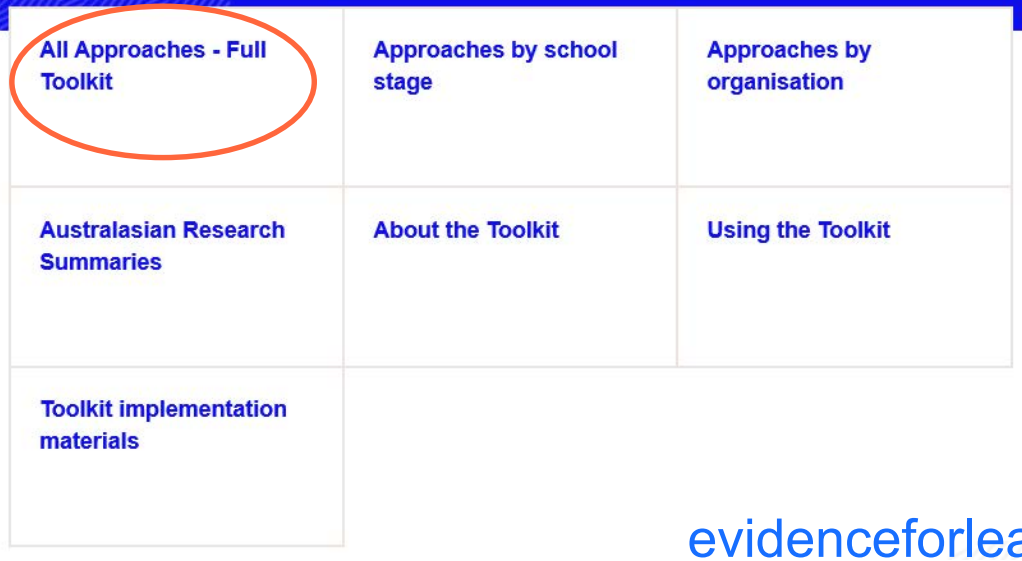




evidenceforlearning.org.au/the-toolkit/

Sort by Name –	Average cost –	Evidence security –	Months' impact ▾
Feedback	$ $ $ $ $	🔒🔒🔒🔒🔒	+8
Meta-cognition and self-regulation	$ $ $ $ $	🔒🔒🔒🔒🔒	+8
Collaborative learning	$ $ $ $ $	🔒🔒🔒🔒🔒	+5
Early years intervention	$ $ $ $ $	🔒🔒🔒🔒🔒	+5
Homework (Secondary)	$ $ $ $ $	🔒🔒🔒🔒🔒	+5

Average cost
The approximate cost of implementing an approach.

Evidence security
Based on the quantity and the methodological quality of the available evidence, and the reliability or consistency of impact estimates.

Months' impact
The additional months' progress you can expect students to make as a result of an approach being used.

Feedback

High impact for very low cost, based on moderate evidence.

Feedback studies tend to show very high effects on learning.

Average cost	Evidence security	Months' impact
$ $ $ $ $	🔒🔒🔒🔒🔒	+8

5.2
Provide feedback to students on their learning

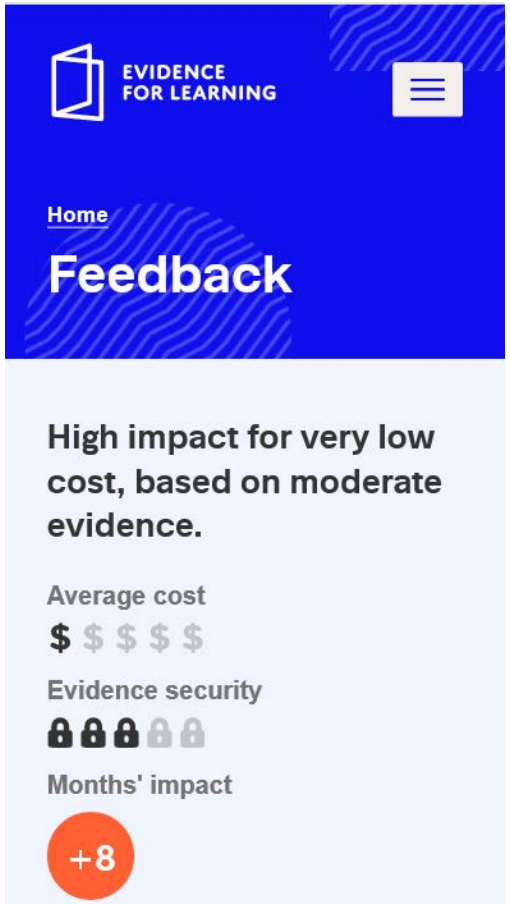
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.

1.2
Understand how students learn

Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.

Approach summary

Tablet or phone



What is it?

Feedback is information given to the learner and/or the teacher about the learner's performance

Contents

1. What is it?
2. How effective is it?
3. How secure is the evidence?
4. What are the costs?
5. What should I consider?

Print this page

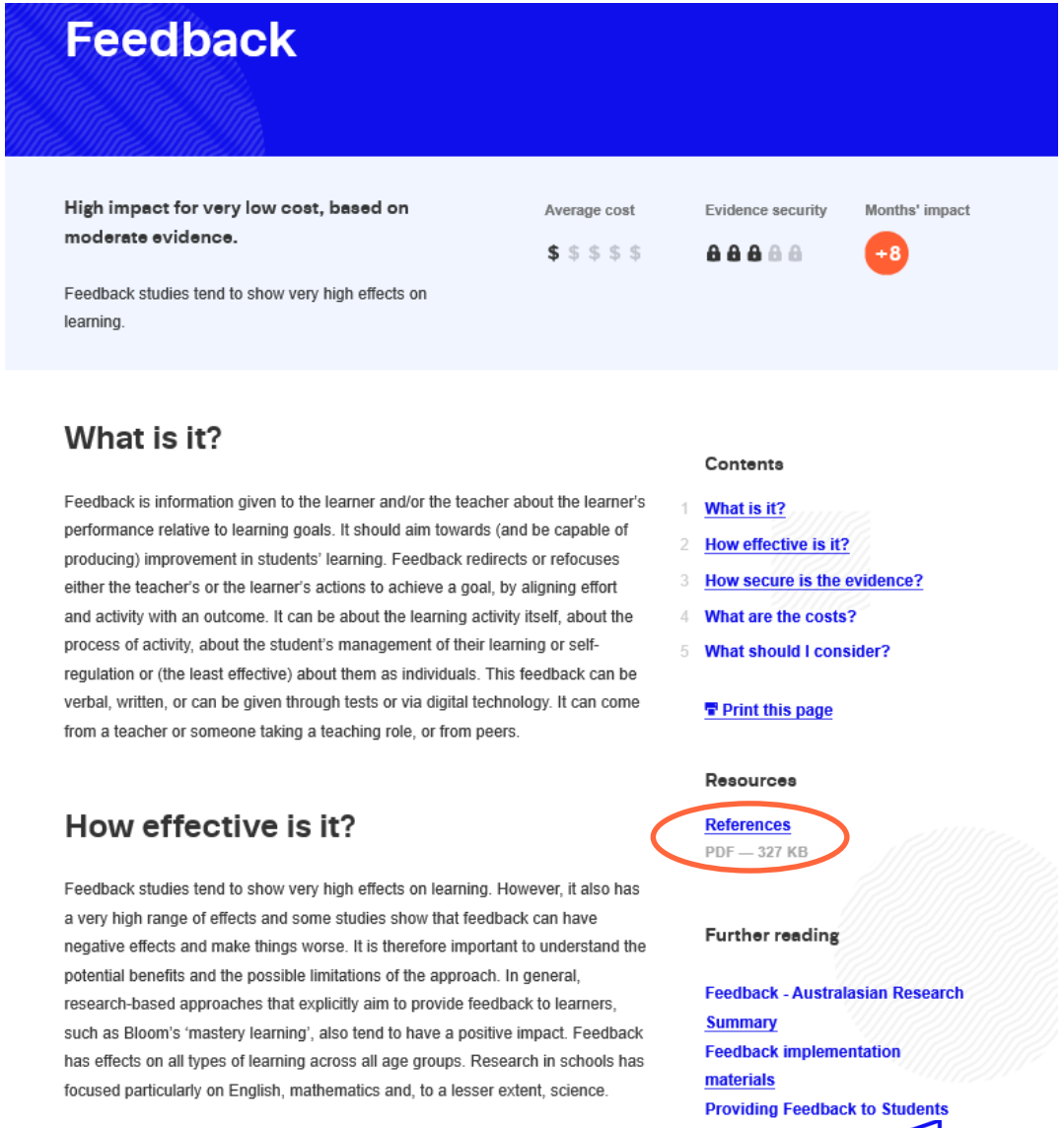
Resources

References
PDF — 327 KB

Further reading

Feedback - Australasian Research Summary
Feedback implementation materials
Providing Feedback to Students

Laptop



evidenceforlearning.org.au/the-toolkit/feedback

Resources

References
PDF — 327 KB

Further reading

Feedback - Australasian Research Summary
Feedback implementation materials
Providing Feedback to Students
Feedback and reporting
The Secret of Effective Feedback

Full references

*Bangert-Drowns, R. L., Kulik, C. L. C., Kulik, J. A., & Morgan, M. (1991). The instructional effect of feedback in test-like events. *Review of Educational Research*, 61(2), 213-238. http://dx.doi.org/10.3102/00346543061002213

Bennett, R.E. (2011). Formative assessment: a critical review, *Assessment in Education: Principles, Policy & Practice*, 18: 1, 5-25.

Black, P. & Wiliam, D. (2005). Lessons from around the world: how policies, politics and cultures constrain and afford assessment practices. *Curriculum Journal*, 16, 249-261. http://dx.doi.org/10.1080/09585170500136218

Black, P. & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability* 21 1, pp 5-31. http://dx.doi.org/10.1007/s11092-008-9068-5

Black P. & Wiliam, D. (1998). Assessment and classroom learning, *Assessment in Education*, 5, pp. 7-73. http://dx.doi.org/10.1080/0969595980050102

Bloom, B.S., Hastings, J.T. & Madaus, G.F. (eds.) (1971). Handbook on the Formative and Summative Evaluation of Student Learning New York: McGraw-Hill.

*Fuchs, L.S. & Fuchs, D. (1986). Effects of systematic formative evaluation A meta-analysis. Exceptional Children, 53.3 pp 199-208.

Graham, S., Hebert, M., & Harris, K. R. (2015). Formative Assessment and Writing. *The Elementary School Journal*, 115(4), 523-547. http://dx.doi.org/10.1086/681947

Hattie, J. and Timperley, H. (2007). The Power of Feedback. *Review of Educational Research* 77.1 pp 81–112. http://dx.doi.org/10.3102/003465430298487

*Kingston, N. & Nash, B. (2011). Formative Assessment: A Meta-Analysis and Call for Research. *Educational Measurement: Issues and Practice*. 30.4 pp 28-37. http://dx.doi.org/10.1111/j.1745-3992.2011.00220.x

* Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: a historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin*, 119(2), 254. http://dx.doi.org/10.1037/0033-2909.119.2.254

Kulik, C. Kulik, J. & Bangert-Drowns, R. (1990). Effectiveness of mastery learning programs: A meta-analysis. *Review of Educational Research*, 60.2 pp 265-306. http://dx.doi.org/10.3102/00346543060002265

*Lysakowski, R.S., & Walberg, H.J. (1982). Instructional Effects of Cues, Participation, and Corrective Feedback: A Quantitative Synthesis. *American Educational Research Journal*, 19(4), 559-578. http://dx.doi.org/10.3102/00028312019004559

Smith, E. & Gorard, S. (2005) They don't give us our marks': the role of formative feedback in student progress. *Assessment in Education* 12. 1, pp. 21–38. http://dx.doi.org/10.1080/0969594042000333896

*Tenenbaum, G., & Goldring, E. (1989). A Meta-Analysis of the Effect of Enhanced Instruction: Cues, Participation, Reinforcement and Feedback, and Correctives on Motor Skill Learning. *Journal of Research and Development in Education*, 22(3), 53-64.

* Studies marked with an asterisk are included in the summary of effects

References for Australasia-specific studies can be found in the *Australasian Research Summary* for this topic, available as a link on the Toolkit page.

Summary of effects

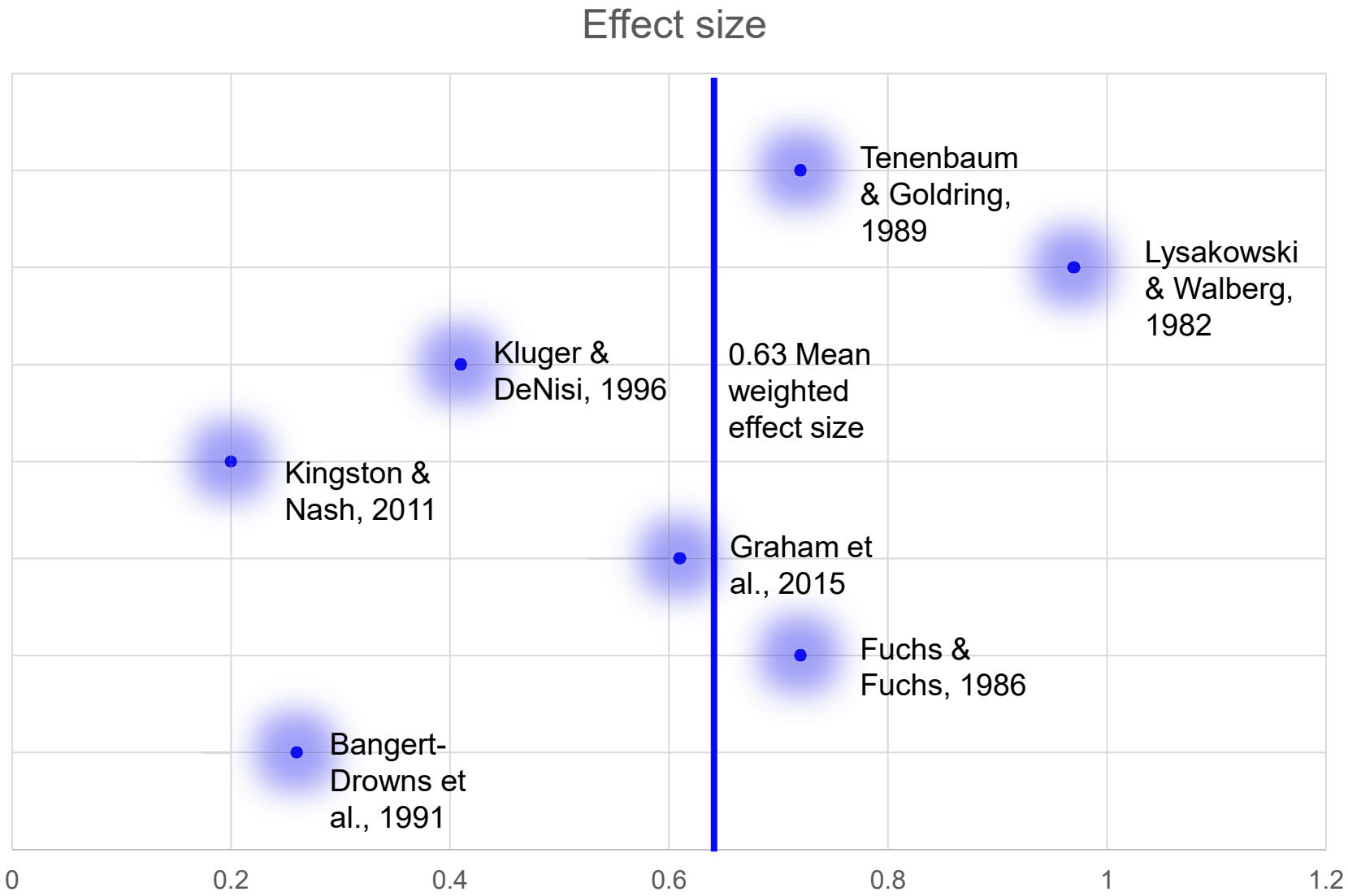
Study	*Overall effect size*
Bangert-Drowns et al., 1991	0.26
Fuchs & Fuchs, 1986	0.72
Graham et al. 2015 (writing)	0.61
Kingston & Nash, 2011 (AfL)	0.20
Kluger & DeNisi, 1996	0.41
Lysakowski & Walberg, 1982	0.97
Tenenbaum & Goldring, 1989	0.72
Weighted mean effect size	**0.63**

For more information about the effect sizes in the Toolkit, click here.

Meta-analyses abstracts

Study	*Abstract*
Bangert-Drowns et al. 1991	Feedback is an essential construct for many theories of learning and instruction and an understanding of the conditions for effective feedback should facilitate both theoretical development and instructional practice. In an early review of feedback effects in written instruction Kulhavy (1977) proposed that feedback's chief instructional significance is to correct errors. This error-correcting action was thought to be a function of presentation timing, response certainty and whether students could merely copy answers from feedback without having to generate their own. The present meta-analysis reviewed 58 effect sizes from 40 reports. Feedback effects were found to vary with for control for pre-search availability, type of feedback, use of pre-tests and type of instruction and could be quite large under optimal conditions. Mediated intentional feedback for retrieval and application of specific knowledge appears to stimulate the correction of erroneous responses in situations where its mindful (Solomon & Globerson, 1987) reception is encouraged.
Fuchs & Fuchs, 1986	While the aptitude treatment interaction (ATI) approach to educational measurement emphasizes establishing salient learner characteristics, systematic formative evaluation provides ongoing evaluation for instructional program modification. Systematic formative evaluation appears more tenable than ATI for developing individualized instructional programs. This meta-analysis investigates the effects of educational programs on student achievement. Twenty-one controlled studies generated 95 relevant effect sizes, with an average effect size of .72. The magnitude of effect size was associated with publication type, data evaluation methods, and use of behaviour modification. Findings indicate that unlike reported ATI approaches to individualization, systematic formative evaluation procedures reliably increase academic achievement. This suggests that, given an adequate measurement methodology, practitioners can inductively formulate successful individualized educational programs.
Graham et al. 2015	To determine whether formative writing assessments that are directly tied to everyday classroom teaching and learning enhance students' writing performance, we conducted a meta-analysis of true and quasi-experiments conducted with students in grades 1 to 8. We found that feedback to students about writing from adults, peers, self, and computers statistically enhanced writing quality, yielding average weighted effect sizes of 0.87, 0.58, 0.62, and 0.38, respectively. We did not find, however, that teachers' monitoring of students' writing progress or implementation of the 6 _ 1 Trait Writing model meaningfully enhanced students' writing. The findings from this meta-analysis provide support for the use of formative writing assessments that provide feedback directly to students as part of everyday teaching and learning. We argue that such assessments should be used more frequently by teachers, and that they should play a stronger role in the Next-Generation Assessment Systems being developed by Smarter Balanced and PARCC.
Kingston & Nash 2011	An effect size of about .70 (or .40–.70) is often claimed for the efficacy of formative assessment, but is not supported by the existing research base. More than 300 studies that appeared to address the efficacy of formative assessment in grades K-12 were reviewed. Many of the studies had severely flawed research designs yielding un-interpretable results. Only 13 of the studies provided sufficient information to calculate relevant effect sizes. A total of 42 independent effect sizes were available. The median observed effect size was .25. Using a random effects model, a weighted mean effect size of .20 was calculated. Moderator analyses suggested that formative assessment might be more effective in English language

Feedback

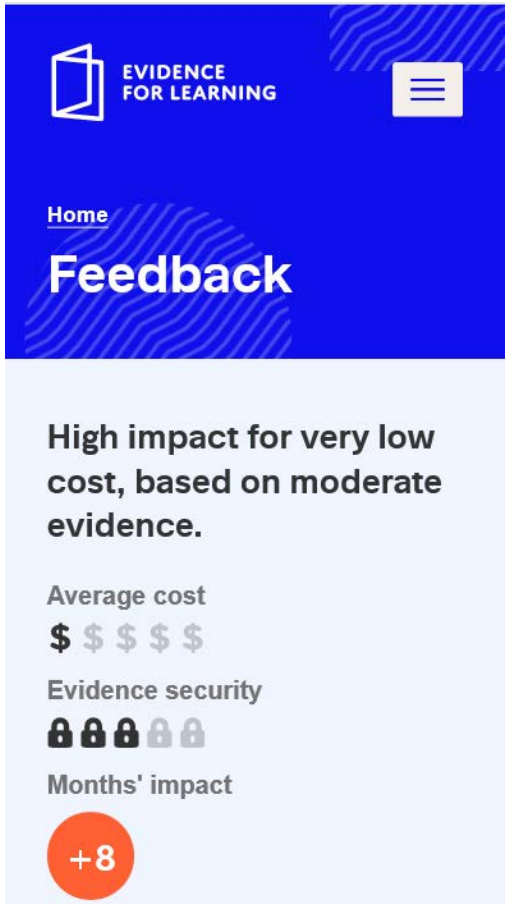


evidenceforlearning.org.au/the-toolkit/feedback

E4L

Approach summary

Tablet or phone



What is it?

Feedback is information given to the learner and/or the teacher about the learner's performance

Contents

1. What is it?
2. How effective is it?
3. How secure is the evidence?
4. What are the costs?
5. What should I consider?

Print this page

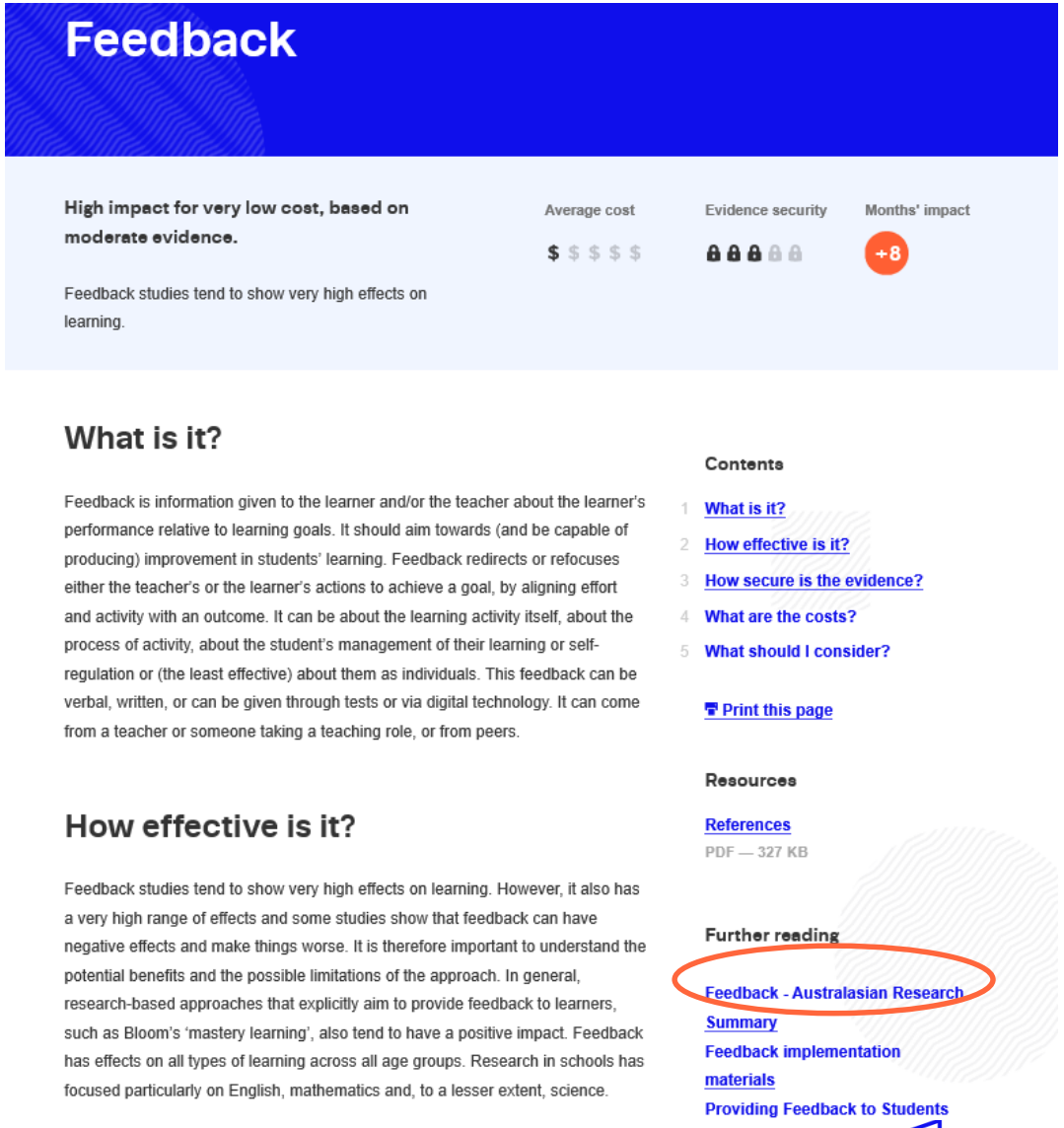
Resources

References
PDF — 327 KB

Further reading

Feedback - Australasian Research Summary
Feedback implementation materials
Providing Feedback to Students

Laptop



evidenceforlearning.org.au/the-toolkit/feedback

Australasian Research Summary

Summary of Australian and New Zealand Research

References

Databases searched

Search terms

Feedback

Australasian Research Summary

MELBOURNE GRADUATE SCHOOL OF EDUCATION

Shaping minds, shaping the world

Contents

1 Summary of Australasian Research
2 References
3 Databases searched
4 Search Terms

The summary below presents the research evidence on feedback in the Australasian context.

The Teaching & Learning Toolkit focuses on impact; it presents an estimate of the average impact of feedback on learning progress, based on the synthesis of a large number of quantitative studies from around the world.

This page offers a summary and analysis of individual Australasian studies on feedback. In contrast to the Toolkit it includes studies which do not estimate impact, but instead investigate the implementation of interventions and how they are perceived by school leaders, teachers and students. This information is valuable for school leaders and teachers interested in finding out more about particular examples of feedback interventions that have been delivered in Australia and New Zealand.

Melbourne Graduate School of Education (MGSE) generated this summary and it is current for June 2016.

Summary of Australasian Research

No studies yet have examined the application of feedback models in Australian schools, despite the emergence of more general Australian research on feedback. One expert review discusses new ways of conceptualising feedback, with an emphasis on how it influences learning (Boud, 2015).

Most studies on feedback have examined the adaptation of the Black and Williams (1998) or Hattie and Timperley (2007) models of feedback in higher education, business, or computer science. These studies, however, are not relevant to feedback as a school-based intervention.

evidenceforlearning.org.au/Australasian-research-summaries/

E4L

Practitioners thoughts on the Toolkit

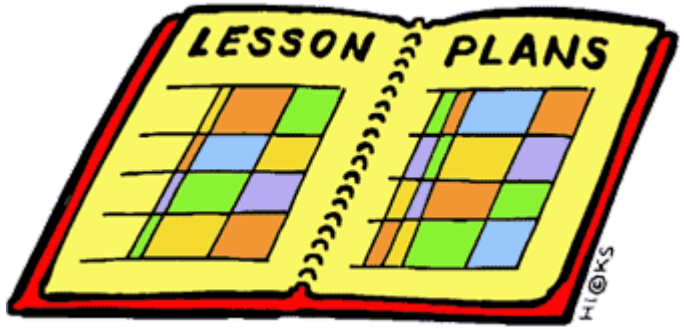
I spend a great deal of time collecting, reading and unpacking research around teaching practice and approaches with our teachers. The Toolkit is neat, concise and easy to use. It will save me countless hours in the way it lights the path directly to the most relevant and reliable research.
Frances Roberts, Head of Curriculum, Bounty Boulevard State School

We were very much driven by the research and the evidence-based approach that was provided by the Toolkit. All the hard work was done. We had lots of faith that this would work if we implemented in. I believe that it has.
Kath Perrier, Assistant Principal, Lourdes Hill College

This resource is outstanding and has given me a rich understanding of the impact of specific teaching and learning and supported decision making of what best fits a particular student/cohort.
Trish Johnstone, Teacher, Kennington Primary School

How are practitioners using the Toolkit?

Professional Learning Communities



E4L

Awareness

What does the evidence base say about improving reading?

Reading comprehension strategies

Moderate impact for very low cost, based on extensive evidence.

On average, reading comprehension approaches improve learning by an additional five months' progress.

Average cost: $ $ $ $ $

Evidence security: 🔒🔒🔒🔒🔒

Months' impact: +5

Phonics

Moderate impact for very low cost, based on very extensive evidence.

Phonics approaches have been consistently found to be effective in supporting younger readers.

Average cost: $ $ $ $ $

Evidence security: 🔒🔒🔒🔒🔒

Months' impact: +4

Oral language interventions

Moderate impact for very low cost, based on extensive evidence.

Overall, studies of oral language interventions consistently show positive benefits on learning.

Average cost: $ $ $ $ $

Evidence security: 🔒🔒🔒🔒🔒

Months' impact: +5

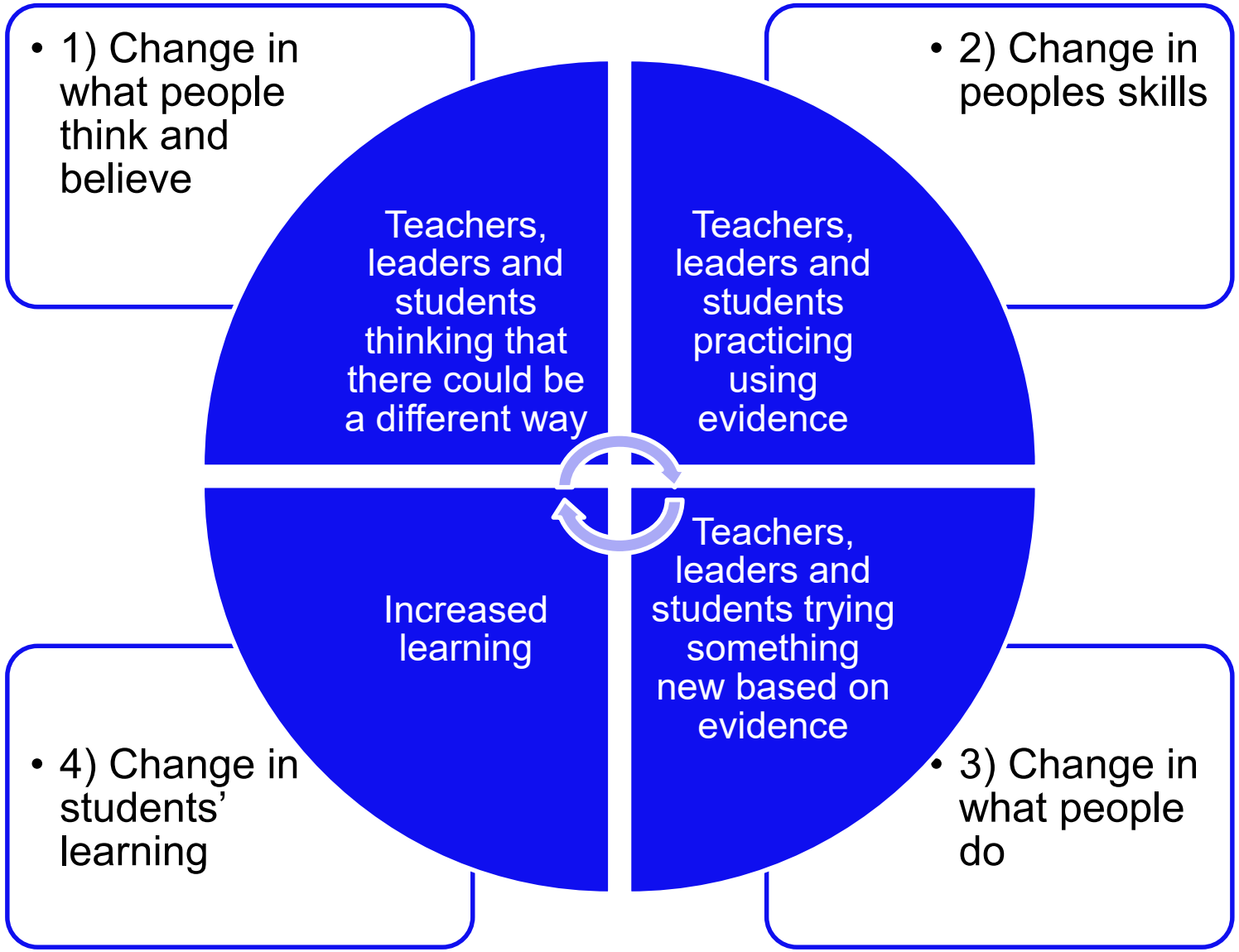
Awareness

What does the evidence base say about implementation?

When implementing an educational approach, providing ongoing support to teachers through coaching, workshops, and supervision has shown to have a substantial impact on student outcomes.

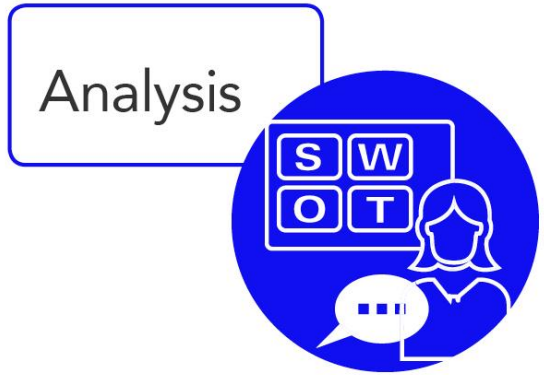
evidenceforlearning.org.au/evidence-informed-educators/implementation-in-education/

How does change happen in a school?



Write your short-term outcome

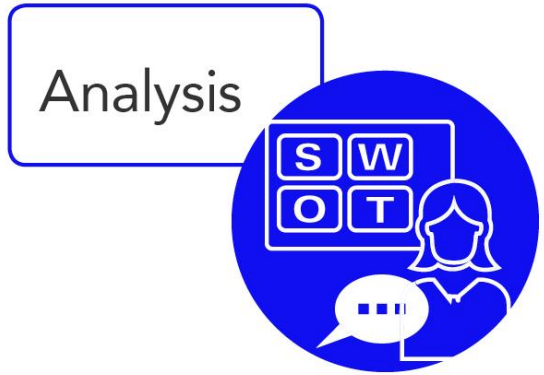
Changes in teachers and school leaders' attitudes to using evidence-based reading comprehension approaches within the classroom.



Analysis

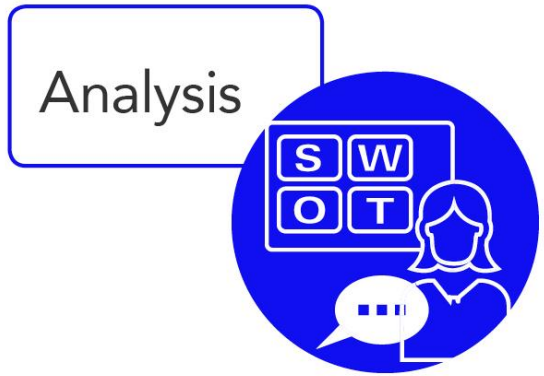
Write your mid-term outcomes.

Changes in teachers' and leaders actions within the classroom and school based on evidence-based reading comprehension approaches.



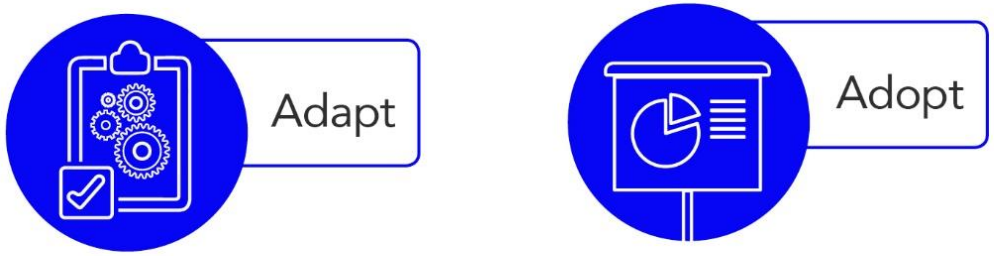
Write your long-term outcomes.

Improved outcomes for students in their growth from Year 3 to Year 5 reading, with ninety five percent of students meeting the national minimum standard in literacy in Year 5.



What is the plan of activities and how will you know they are working?

Teachers will be provided with two hours a week to work in Professional Learning Communities. Teachers will co-plan and be coached to employ effective reading comprehension strategies that are differentiated for individual learners. Teachers will track their students learning progress in response to their approach within the classroom.



evidenceforlearning.org.au/evidence-informed-educators/impact-evaluation-cycle/

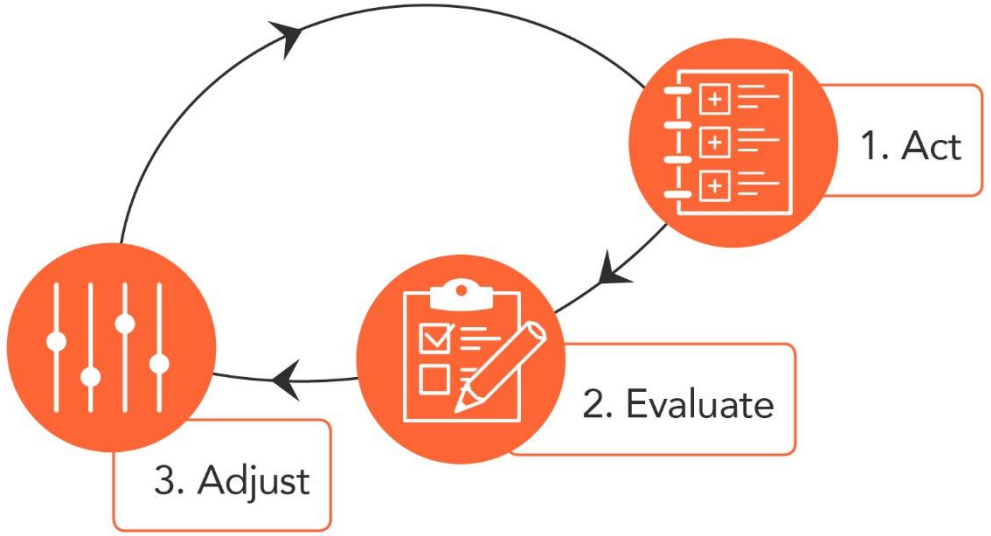
What are the activities that you will need to undertake to achieve these outcomes?

Two hours per week of release time for teachers to work with each other and coaches.

Act, evaluate and adjust

How are you tracking against your short-term, mid-term and long-term outcomes?

Increased number of students meeting the national minimum standard for literacy.

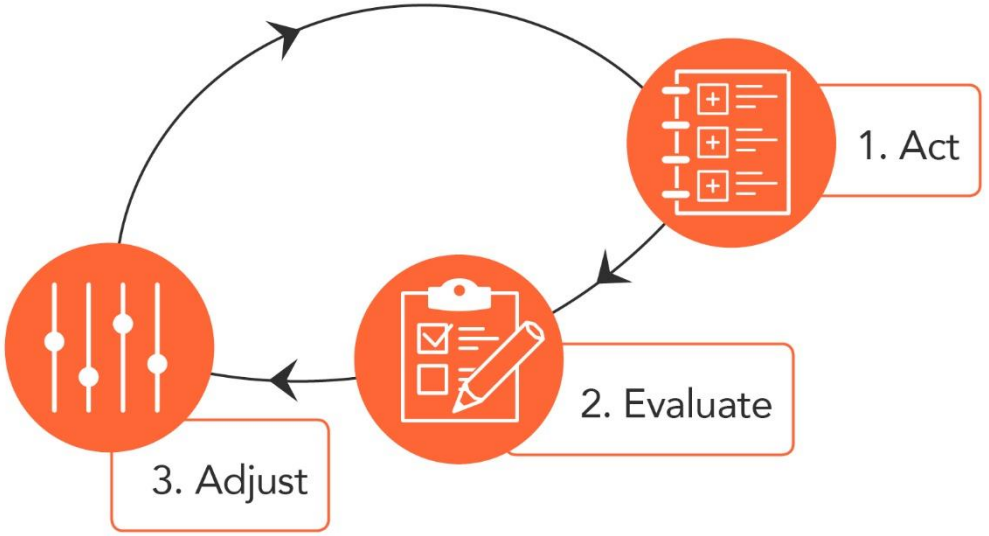


evidenceforlearning.org.au/evidence-informed-educators/impact-evaluation-cycle/

Act, evaluate and adjust

If you are not seeing the desired outcomes what adjustments can you make to help achieve your outcomes?

Ensure teachers practice is supported through peer observation and peer feedback.



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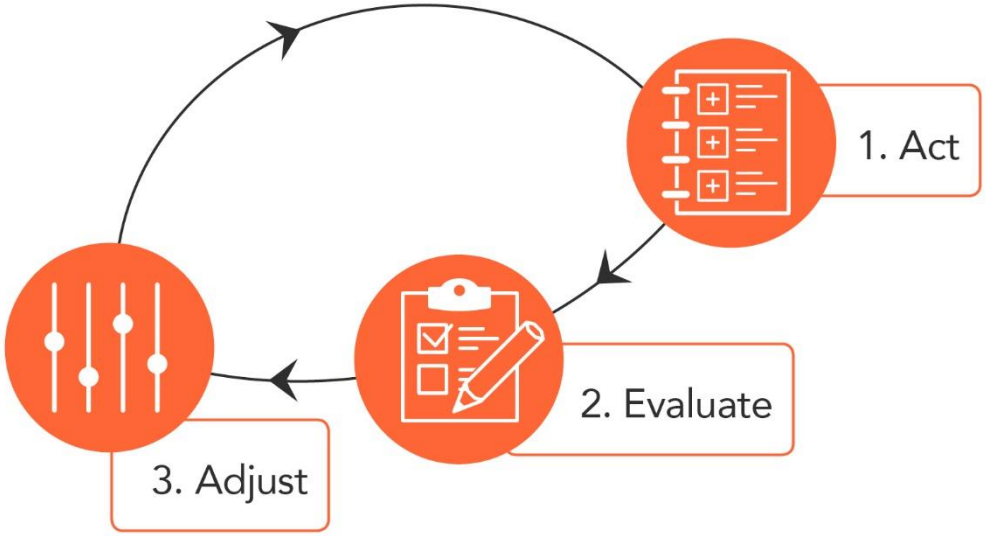
Act, evaluate and adjust

Are the outcomes intended or not?

Currently there have been no unintended outcomes.



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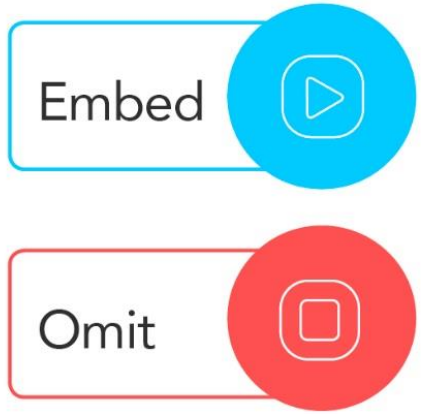
Embed or omit

Based on the outcomes, do you decide to embed or omit?

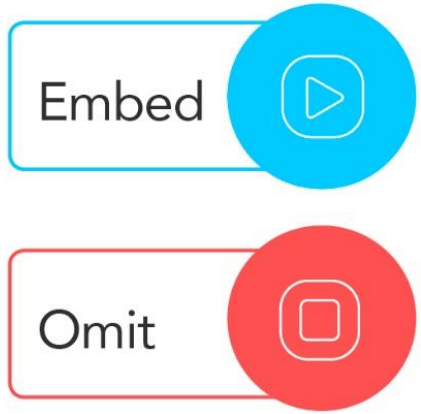
We are deciding to embed as we have seen the outcomes that we planned for.



Embed or omit

What adjustments or additions need to be made to the activities to ensure that the approach is sustained?

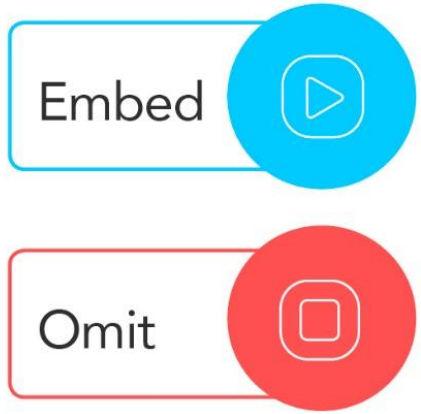
Ensure the allocation of time for teachers remains.



Embed or omit

What adjustments or additions need to be made to the activities to spread this effective practice consistently throughout the school?

Set aside time for teachers to observe each other's practice and provide feedback to each other. Ensure coaches work with the teacher to make sure effective practice is spread.



Conclusion

The Education Action Plan (EAP) is a model for systems, schools and teachers to structure a change. *By thinking through the why, how and the what of the process prior to beginning and then using the EAP to track their progress, educators can be focused on what is important for their school.* They can use evidence to inform their plans and practice-based evidence to determine if the change has had the desired impact. This is a continuous cycle of change driven by evidence-based decision-making and gathering practice-based evidence to make thoughtful changes to improve the lives of their students. (Vaughan, Ho, Cleary, 2018)

teachermagazine.com.au/articles/change-leading-to-improvement

Questions?

Where to now?

- Join our Evidence Informed Educator Network

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