

SREE workshop descriptions

2 sessions, 90 minutes each

### **Evidence to Insights, Part I: What works, for whom, and in what context**

During this 90-minute session, we will discuss the importance of context-specific evidence for continuous improvement. Attendees will learn how they can generate their own evidence at the local level, focusing on meaningful effects. We will take a close look at identifying outcomes that can be measured rapidly, setting expectations for change, using evidence for decision making, and sharing results. The session will highlight the important role grass-roots evidence plays in understanding how different educational programs and practices effect educational outcomes. Attendees will be introduced to a free, online platform, the Evidence to Insights Coach, that can help them generate strong evidence at the local level. Attendees interested in developing a deeper understanding of how the Evidence to Insights Coach generates results can attend Part II. Attendance at both sessions is not required.

#### **Agenda:**

- I. Introductions (10 minutes)
  - a. Facilitators introduce themselves
  - b. Activity: How can you use evidence
    - i. Attendees brainstorm ways they currently use or could use evidence in their work
    - ii. Attendees share their ideas with their table
- II. Understanding the evidence ecosystem (30 minutes)
  - a. Activity: Ecosystem mapping (at tables)
    - i. What types of evidence is available
    - ii. Who creates evidence
    - iii. Where are there gaps
- III. Where local evidence and rigorous evidence overlaps (10 minutes)
  - a. Situating rigorous evidence as something useful in later phases of continuous improvement
  - b. Testing that something that works broadly also works in your context
- IV. Key considerations for rigorous, local evidence (15 minutes)
  - a. Identifying the right, readily available outcomes
  - b. Knowing your expectations
  - c. Aligning your research with your decision making
  - d. Contributing to a growing, local research base
- V. The Evidence to Insights Coach (20 minutes)
  - a. Introduction to the Coach platform and how it can be used to support schools and districts
  - b. Talk about how the Coach helps connect the ecosystem and all of the key considerations, especially for those that have limited capacity to conduct their own research
- VI. Wrap-up (5 minutes)
  - a. What's one takeaway that will inform how you conduct your work?

## **Evidence to Insights, Part II: Meaningful effects in your context**

During this 90-minute session, we will discuss how existing evidence can be leveraged to determine whether programs and practices are having a meaningful effect. The session will highlight how a free, online platform, the Evidence to Insights Coach, helps users establish expectations for the minimum meaningful amount of change, and level of certainty in that change, as part of local evaluations. We will highlight how this emphasizes practical changes that align with key decisions being made in the school or district context. This session will be a deeper dive into local research, building on Part I. Attendance at both sessions is not required.

### **Agenda:**

- I. Introductions (10 minutes)
  - a. Facilitators will introduce themselves
  - b. What is “meaningful” change?
    - i. Attendees will write down how they would define “meaningful” change
    - ii. Attendees will share at their tables
- II. The Evidence to Insights Coach (20 minutes)<sup>1</sup>
  - a. Introduction to what the Coach is and how it can be used to support schools and districts
  - b. Discuss the idea of local research and lay foundation for explaining how that’s possible with the Coach
- III. Building on existing knowledge (20 minutes)
  - a. Discuss the concept of a “prior distribution” – how do we use what we already know
  - b. Discuss why building on existing evidence (including drawing from literature) helps us conduct research at a smaller scale, with more confidence
- IV. Two components of a Coach analysis (25 minutes)
  - a. Discuss the “minimum meaningful effect” and how users can think about setting that value
  - b. Discuss the certainty threshold and how users can think about setting that value
- V. Interpreting results (10 minutes)
  - a. Orientation to the graphics used to report results
  - b. Discuss how results are shown probabilistically
  - c. Discuss the benefits of using probability statements
- VI. Wrap-up
  - a. What’s one key takeaway from the session

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<sup>1</sup> We may shorten the timing for this section if most participants attended Part I.