

## October 4, 2010 ESFVTF Subcommittee Meeting

Jessica, Scott, Jackie, Shannon, Sean present; David absent

MW Dr. Doll re: Best Practices

- Don Deshler, KU Dept. of Ed. – recommended Visible Learning, John Hattie 2009
  - Most interventions have SOME positive impact on student achievement; this is a meta-analysis that looks at what is the MOST good for kids (meta-analysis takes all the studies out there and standardizes the research, looks at effect size)
  - 138 interventions identified
    - only 5 had any NEGATIVE impact (summer vacation, welfare policies, retention, TV, and mobility)
      - So what helps the most, and what is most cost effective?
    - 66 interventions had a greater than .4 effect size
      - 33 of the 66 had to do with teaching
        - E.g., formative evaluation; microteaching; feedback (teacher to student, maybe student to student); teacher-student relationship (e.g., students respect their teachers, they like being in the classroom); meta-cognition strategies (teaching kids the PROCESS of how to think); teacher clarity; professional development; cooperative learning; direct instruction
          - MAP tests are a formative evaluation; KS assessments are summative evaluation (measure of student achievement, not a teaching tool)
        - We need to move teachers from an “independent contractor” mindset to a team/collaborator mindset
      - 9 of the 66 had to do with students
        - E.g., have students set high expectations for themselves; prior achievement (early childhood); preterm birth rate (inverse relationship)
      - 13 of the 66 had to do with curriculum

- E.g., curriculum needs to be tight (d/n depend on the school you are in, the teacher you get); direct, and it doesn't vary between schools)
- 8 of the 66 had to do with school
  - E.g., classroom behavior is very important; classroom cohesion (how kids feel about being in the class, do they feel like a team); acceleration within the classroom (fluid grouping, formative evaluation and moving kids around as their abilities indicate – e.g., guided reading); instructional leadership (principals and administrators)
- 3 of the 66 had to do with home
  - E.g., SES; home environment, parental involvement
- *Influences considered under our subcommittee charge*
  - Class size effect size is .21, NOT one of the 66 best practices
  - School size, he only looks at high schools, he sees a .5 effect size (no studies included that looked at elementary schools)
  - How does this tie to facilities? Larger classrooms, tables, areas for groups within the classrooms, common spaces for team teaching outside the classroom
    - Dr. Doll thinks that if you have to choose, then larger classrooms would be preferred
- Best practices to take away from Hattie's analysis:
  - Teacher more important than school
  - Teams of teachers taking responsibility for groups of kids (as opposed to the "independent contractor" model)
  - Multi-tiered systems of support (MTSS)
    - Tier one, good instruction; tier two, what do you do with those that already learned it(extend) and those that didn't get it (remediate); tier three, reteaching to those still struggling (probably in pull-out)
  - This is being implemented to a degree in Lawrence

- Flexible space, flexible time, flexible grouping
  - Data-driven resource allocation
  - Student-focused, but teacher-directed, instruction
  - Job-embedded professional development (someone coming in and working with them in the classroom, as opposed to sending teachers off to a conference; can be principals, learning coaches, others)
  - Tight curriculum (fidelity)
  - Early Childhood/All-day kindergarten
  - Strong teacher-student relationships (Dr. Doll – this is more of a training issue than it might first appear)
  - Cooperative learning (Dr. Doll – this is a space factor)
  - Parental involvement (e.g., attitude of parents as partners)
- History – 1940 to 1950s, we had “assembly line” approach; to quality instruction for all; sorting/selecting kids to learning for all; IC to collaborators; use of time

Committee discussion on how to proceed with our charge in light of Dr. Doll’s information on “best practices” . . .

Scott is going to review the school history research and assist Shannon in completing the document.

We are going to read all the research Jessica sent, plus the article Dr. Doll gave us on class size.

Jessica is going to draft a table to evaluate the research on class size. The table will simply allow us to break down the data we find from the various articles into a table for comparison and comprehension purposes. It has since been tasked to Sean though.

Shannon and Jackie are going to summarize research on school size.

Sean is going to help us identify research on class size to review; also, we are all going to share what each of us has found individually with the whole group. Sean is going to talk to a graduate student about helping us with synthesizing and categorizing the research.

Subcommittee members will circulate and review research on other best practices areas (e.g., Jackie has research to share with us on parental involvement)