

ELEVATING EVIDENCE

What impact does evidence evaluation and study have on teaching practices?

Project Summary

As schools across Kentucky seek to implement evidence-based practices with fidelity, the role of the teacher will become vitally important. This multi-stage project seeks to measure the impact of studying and reviewing research literature on teaching practices. During the first phase of this project, the Kentucky Department of Education (KDE) will develop and pilot a PLC protocol for teachers to use. During the second phase, KDE will support schools in the implementation of this protocol and collect a variety of data from teachers and principals to see how their practices change over time.

What are we doing?

Currently, KDE is in the first phase of this project. A PLC protocol has been created and is being piloted by schools in Kentucky.

What have we learned already?

Early feedback from teachers and administrators has been positive! Those working with the protocol feel that they are gaining new insights from the literature and they are working to incorporate this new information into their practice. Existing literature on the topic tell us that teachers generally deploy evidence-based practices in their classroom but are often unaware that they are doing so. By examining the literature, teachers can become more intentional in their practice.

What comes next?

KDE will complete the PLC pilot project. Once the protocols are deemed sufficient, KDE will prepare a variety of training, support, and data collection mechanisms for schools who wish to incorporate the protocol in their PLC processes. It is unlikely that KDE will have firm findings for this project until the end of the 2022-23 school year.