

RTI Professional Learning Webinar Series:
*Using Research to Select and Design
Effective Interventions – Session 2*
September 17, 2009

Our session will start momentarily. While you are waiting, please do the following:

Enter/edit your profile information by going to:

- Tools - Preferences - My Profile...
- Fill out the info on the "Identity" tab and click "OK"
- To view the profile of another user, hover your mouse over his or her name in the participants window

Configure your microphone and speakers by going to:

- Tools – audio – audio setup wizard

Confirm your connection speed by going to:

- Tools – preferences – connection speed



RTI Professional Learning Webinar Series

**Using Research to Select
and Design
Effective Interventions**

*Session #2 9/17/09
Scientifically Based Research and
Evidence-Based Decision Making*





Counting ALL Participants

1. Go to the Chat Window
2. Type your district name and school name, or organization name, or "parent"
3. Type the names of every person in attendance with you.
4. Send it to "This Room"





Who are we?

- Teachers
- Administrators
- Counselors or Social Workers
- County Office or DOE
- Parents
- Pk-5, 6-8, 9-12, post-secondary
- Statewide Organizations
- Other?



Welcome and Introductions

- John Wight, GaDOE
- Dr. Kimberly Anderson, REL-SE at SERVE Center at UNCG





**REGIONAL EDUCATION
LABORATORY- SOUTHEAST (REL-SE)**

Operated by SERVE Center at UNCG

**Executive Director
Dr. Ludwig van Broekhuizen**

Toll Free: 800-755-3277 www.serve.org



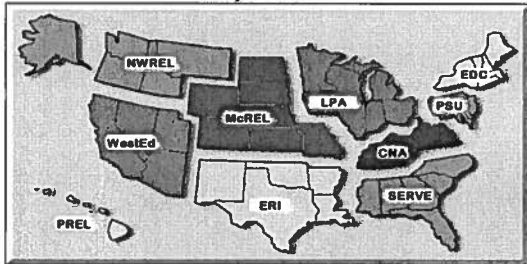


Serving Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina

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The Regional Educational Laboratory (REL) System



REL-SE MISSION

To serve the educational needs of the Southeast, using applied research, development, dissemination, and training and technical assistance, to bring the latest and best research and proven practices into school improvement efforts.



REL-SE Services

1. Outreach and dissemination of research, evaluation, and policy information
2. Technical assistance to SEAs and LEAs
3. "Issues & Answers" publications
4. Randomized Controlled Trial experimental studies on interventions of relevance to our region



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Series Overview

1	2	3	4	5	6	7	8	9
1. South Instructional & Oversight	2. Instructionally Based Research (IBR) & Evidence Based Decision Making (EBDM)	3. Evidence Based Research (EBR) & Instructionally Based Research (IBR)	4. Putting Research to Daily Use: Collaborating Researcher's Stories	5. State of Research on RTI Models: What do we know? What do we not know?	6. State of Research on RTI Modeling: What do we know? What do we not know?	7. Putting Research to Daily Use: Reaching Interventions	8. Fidelity of RTI Implementation	9. Promising Programs Looking Forward
11/17/16	12/17/16	1/21/17	2/14/17	2/28/17	3/14/17	3/21/17	3/28/17	4/11/17
Presented at the 14th Annual South Instructional & Oversight Conference	Presented at the 14th Annual South Instructional & Oversight Conference	Presented at the 14th Annual South Instructional & Oversight Conference	Presented at the 14th Annual South Instructional & Oversight Conference	Presented at the 14th Annual South Instructional & Oversight Conference	Presented at the 14th Annual South Instructional & Oversight Conference	Presented at the 14th Annual South Instructional & Oversight Conference	Presented at the 14th Annual South Instructional & Oversight Conference	Presented at the 14th Annual South Instructional & Oversight Conference
Dr. Tracy Rose, National Center on RTI	Participants will understand what the EBDM cycle and how it is used in the field. Participants will understand the importance of using evidence-based research in the rest of the series.	Participants will understand the different types of evidence-based research. Participants will understand the importance of using evidence-based research in the rest of the series.	Participants will understand the importance of using evidence-based research in the rest of the series.	Participants will understand the importance of using evidence-based research in the rest of the series.	Participants will understand the importance of using evidence-based research in the rest of the series.	Participants will understand the importance of using evidence-based research in the rest of the series.	Participants will understand the importance of using evidence-based research in the rest of the series.	Participants will understand the importance of using evidence-based research in the rest of the series.

AGENDA

1. Explore the definition and uses of scientifically based research (SBR)
 - Whitehurst and Davis articles pre-reading
2. Explore the definition and uses of evidence-based decision making (EBDM)
 - EBDM Cycle handout
3. Preview how these concepts support all of the knowledge and skills presented in the rest of the webinar series
4. Look forward to the rest of the series
 - Additional expectations for today?





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Part 1

EXPLORE SBR DEFINITION AND USES





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Accessing Prior Knowledge

2-min. brainstorm
Facilitators lead their groups
Individuals utilize chat box



- What was a piece of education research you read or discussed recently?



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SBR as Defined by NCLB

1. Employs systematic, empirical methods that draw on observation or experiment;
2. Involves rigorous data collection and analysis methods that are adequate to address the stated hypotheses/questions and justify conclusions;
3. Relies on measures and methods that provide valid data across researchers and that are replicable;
4. Is accepted by a peer-reviewed journal.





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SBR "on the ground"



15-min. discussion
 Facilitators lead their groups
 Individuals utilize chat box



1. What does "SBR" mean to *you* in practice? What do *vendors* mean when they advertise products as "scientifically based" or "research based"?
2. What are the *implications* of this when you make decisions based on "the research"?
3. What are your *successes and challenges* in finding, understanding, and applying SBR to decision making about interventions?

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Share Outs



- *[record key points from participant discussion]*

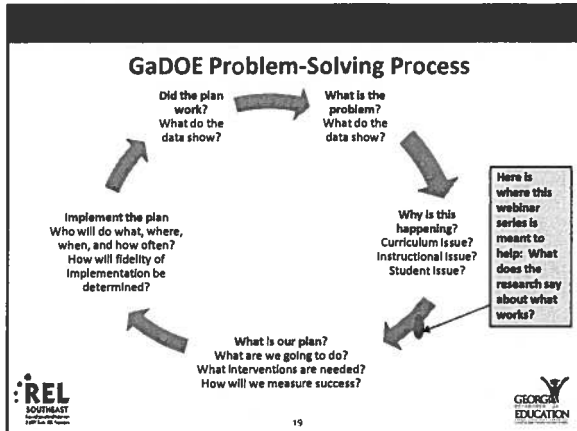
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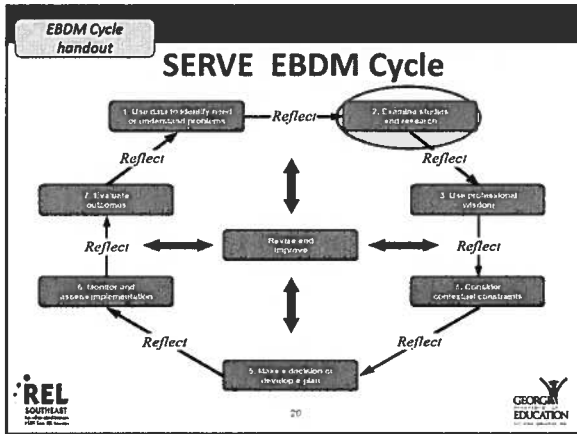
Part 2

EXPLORE EBDM DEFINITION & USES

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Making Education Evidence-Based: Premises, Principles, Pragmatics, & Politics

Grover J. Whitehurst, former director
USED Institute of Education Sciences, 2004

Pre-reading: article posted on webinar website

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Key Messages from Whitehurst

The vision for EBDM:

1. If we want to move toward evidence-based education, we should begin with the use of the best available research, data, and other information **BEFORE ADOPTING** programs, practices, and policies.



2. We need policymakers, educators, and concerned citizens to:

- see the value of rigorous evidence,
- turn to it when difficult decisions arise,
- insist that new policies be tested as they are implemented.

- *THIS requires a transformation in the way education is conducted.*



Bridging the Gap Between Research and Practice: What's Good, What's Bad, and How Can One Be sure?

Stephen H. Davis
Stanford University
Phi Delta Kappan, April 2007

Pre-reading: article posted on webinar website



Key Messages from Davis

Challenges to EBDM:

1. Research is out of touch with school realities. How much of it really affects practice?
2. Silver bullets and gurus...?
3. Do personal beliefs or politics trump research evidence?
4. Are practitioners knowledgeable consumers and users of research?



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Reflecting on EBDM



15-min. discussion

Facilitators lead their groups
Individuals utilize chat box

1. What does the *EBDM Cycle* mean for your daily practice?
2. Key messages from the 2 *articles*– which resonated with you and why?
3. What *implications* does all this have for RTI?



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Share Outs

- [record key ideas from participant discussion]



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PART 3

**PREVIEW HOW THESE CONCEPTS
SUPPORT ALL OF THE KNOWLEDGE
AND SKILLS PRESENTED IN THE REST
OF THE WEBINAR SERIES**

Sequence of SERVE Center Tools and Processes

session 2 session 3 session 4

- session 2**
 - Understand Scientifically Based Research (SBR)
 - Establish the Evidence-Based Decision-Making (EBDM) Cycle
- session 3**
 - TYPES OF RESEARCH METHODS
 - Understand methodologies used in ed. research, their strengths and weaknesses, and the questions they can/cannot address about interventions.
- session 4**
 - Determine the focus, quality, and rigor of individual studies on interventions.
 - CRITICAL READING PROTOCOL FOR STUDIES ABOUT INTERVENTIONS

Sequence of SERVE Center Tools and Processes

sessions 5 & 6 session 7 session 8 session 9

- sessions 5 & 6**
 - IES Practice Guide RTI Math
 - IES Practice Guide RTI Reading
 - STATE OF RESEARCH ON RTI
- session 7**
 - INTERVENTION REVIEW PROTOCOL
 - Determine the desired outcomes, program features, implementation issues, and extent of evidence on an intervention.
- session 8**
 - Learn what Fidelity of implementation is and how to monitor it effectively.
 - FIDELITY OF RTI IMPLEMENTATION
- session 9**
 - PROMISING PROGRESS: LOOKING FORWARD
 - Learn from colleagues in GA how they put the concepts and tools from this series into action.

Looking Forward to Session 3 10/1/09 3-4:30 p.m.

Education Research and Determining "What Works"

1. Understand the different types of methods used in education research and evaluation
2. Learn their strengths and weaknesses for determining "what works"
3. Learn why it is important to know this as you consider purchasing/creating interventions



• *Session logistics*



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Reflections

5-min. discussions

Facilitators lead their groups
Individuals utilize chat box

1. What piece from *today* stands out to you and why? What questions/challenges remain?
 - SBR, EBDM Cycle, 2 articles
2. What anticipatory questions do you have for *session 3*?



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Share Outs

- *[record key ideas from participant discussion]*



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Kathy Cox, State
Superintendent of Schools