

## Research-Based Resources that Support the Massachusetts Indicators of Program Quality

The SABES PD Center for Educational Leadership and Strengthening Programs has gathered the following resources to support you in providing a rationale for your programmatic decisions.

### Access and Equity

The following research-based resource is designed to increase the achievement of adults with learning disabilities.

- *Learning to Achieve: A Review of the Research Literature on Serving Adults with Learning Disabilities* (2009)

This document highlights resources to build teachers' effectiveness in providing instruction for adults with learning disabilities (LD). Chapters focus on assessing adults with LD, identifying LD in adult English language learners, accommodations and effective interventions for adults with LD, transition and adults with LD, and the impact of LD on adults.

<https://lincs.ed.gov/publications/pdf/L2ALiteratureReview09.pdf>

### Curriculum and Instruction

Please see the SABES PD Centers for ELA, ESOL, Math, and Assessment for additional resources on curriculum and instruction for adult language learners.

- *A Summary of Underlying Theory and Research Base for Understanding by Design* (2011)

This article offers a framework for improving student achievement through standards-based curriculum development, instructional design, and professional development. It addresses two key questions:

- What is the research base underlying *Understanding by Design*?
- How do we know that *Understanding by Design*, when appropriately applied, will enhance student achievement?

<https://jaymctighe.com/wordpress/wp-content/uploads/2011/04/UbD-Research-Base.pdf>

- *Improving Adult Literacy Instruction: Options for Practice and Research* (2012)

At the request of the U.S. Department of Education, the National Research Council assembled a committee of educational experts from various disciplines to synthesize the research on literacy and learning in order to improve literacy instruction. The links below bring you to the full committee report, short summaries and policy briefs on the findings, and a webinar of the public briefing.

[https://lincs.ed.gov/publications/NAS\\_report](https://lincs.ed.gov/publications/NAS_report) (full report)

[http://sites.nationalacademies.org/DBASSE/DBASSE\\_072426](http://sites.nationalacademies.org/DBASSE/DBASSE_072426) (summaries and policy briefs)

[http://sites.nationalacademies.org/DBASSE/DBASSE\\_081049](http://sites.nationalacademies.org/DBASSE/DBASSE_081049) (webinar)

## Evidence-Based Practices and Instructional Strategies

- *The Meta-Analysis Database of Instructional Strategies* (2017)

This article captures the findings from action research conducted by more than 500 teachers on 22 instructional strategies. The data indicate a number of relevant factors, including the grade level, subject area, and unit topic for each study on a target strategy; the number of students in the control and treatment groups; and the effect size of the implemented strategy.

<https://www.marzanoresearch.com/research/database>

- *Teachers Make a Difference: What Is the Research Evidence?* (2003)

This paper, presented at the 2003 Building Teacher Quality conference, outlines the author's 15 years of research and syntheses of more than 800 meta-analyses (over 50,000 studies) relating to influences on the achievement of school-age students. This is the largest-ever collection (as of 2003) of evidence-based research on what actually works in schools to improve learning.

<http://www.educationaleaders.govt.nz/Pedagogy-and-assessment/Building-effective-learning-environments/Teachers-Make-a-Difference-What-is-the-Research-Evidence>

## Organizational Support

- *Professional Standards for Educational Leaders 2015*

Grounded in current research, these standards help to ensure that leaders are ready to take advantage of opportunities to transform schools and to effectively meet any challenges that arise. The standards are student-centric, outlining the foundational principles needed to enhance student achievement.

<http://www.wallacefoundation.org/knowledge-center/Pages/Professional-Standards-for-Educational-Leaders-2015.aspx>

## Educational Leadership

- *Learning From Leadership: Investigating the Links to Improved Student Learning* (2010)

This report, funded by the Wallace Foundation, is the largest study (as of 2010) to confirm through quantitative findings that effective school leadership is linked to student achievement—and, in particular, that “collective leadership” has a stronger positive influence on student achievement than individual leadership.

<http://www.wallacefoundation.org/knowledge-center/Pages/Investigating-the-Links-to-Improved-Student-Learning.aspx>

- *How Leadership Influences Student Learning* (2004)

This research study examined five key questions:

- What effect does successful leadership have on student learning?
- How should the competing forms of leadership visible in the literature be reconciled?
- Is there a common set of “basic” leadership practices used by successful leaders in most circumstances?
- Beyond the basics, what else is required for successful leadership?
- How does successful leadership influence students’ learning?

<http://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf>

## Professional Culture

- *GroupThink* (2012)

Studies show that teams who experience conflict, dissent, confrontation, and even criticism produce better solutions to problems than teams who are polite and who agree with the first solution proposed.

<https://www.newyorker.com/magazine/2012/01/30/groupthink>

- *Best Practices for School Improvement Planning* (2014)

In this report, Hanover Research examines school improvement and continuous improvement planning processes in K–12 education, and identifies the most essential components of school improvement, according to best practices research and well-tested models.

<http://www.hanoverresearch.com/media/Best-Practices-for-School-Improvement-Planning.pdf>

## Supporting New Teachers

Two LINCS publications provide an overview of *teacher induction*, an evidence-based strategy to accelerate the effectiveness of teachers who are new to adult education:

- *Conditions for Success in Teacher Induction* (2015)

This brief describes the 10 conditions needed for education programs to successfully implement a teacher induction program.

<https://lincs.ed.gov/publications/te/conditions.pdf>

- *Teacher Induction and Mentoring Brief* (2015)

This brief focuses on *mentoring*—a teacher induction strategy that pairs teachers who are just beginning their careers with experienced mentor teachers, who work closely with the beginning teachers and provide much-needed support and guidance.

<https://lincs.ed.gov/publications/te/mentoring.pdf>

### Supporting Evaluation

- *The Sensitivity of Teacher Performance Ratings to the Design of Teacher Evaluation Systems* (2017)

This article, which appeared in the August 2017 issue of *Educational Researcher*, presents the results of a study of teacher evaluation plans in eight major school districts. Using a simulation with Measures of Effective Teaching data, the authors found that there were major differences in teachers' ratings when the researchers tweaked districts' thresholds and the weight given to classroom observations, student achievement, and student surveys.

<http://journals.sagepub.com/doi/abs/10.3102/0013189X17726752>

- *So Long, Lake Wobegon? Using Teacher Evaluation to Raise Teacher Quality* (2009)

Historically, teacher evaluation has not substantially improved instruction or expanded student learning. Teacher evaluations often suffer from the "Lake Wobegon effect" (i.e., a natural human tendency to overestimate one's capabilities): Most if not all teachers receive satisfactory evaluation ratings. This report explores how to best implement teacher evaluation by examining its structure, the role of student learning in assessments of teachers' effectiveness, and the research on why teacher evaluation has generally had little effect on instruction, learning, and achievement. The report concludes with seven recommendations for reforming teacher evaluation in order to increase its impact on teaching, learning, and achievement.

<https://www.americanprogress.org/issues/education/reports/2009/06/25/6243/so-long-lake-wobegon/>