

Chart 1: Taxonomy of Practices and Programs Based on the Type of Evidence for the Claim of Effectiveness

	Practice Classification			
	Scientifically Based	Evidence Based	Emerging Consensus	Expert Judgment
Definition	<ul style="list-style-type: none"> • Strong, rigorous evidence • Random control trials • Well-designed and implemented research • Results show effectiveness in two or more typical school settings • Settings are similar to that of the school proposing to implement the practice 	<ul style="list-style-type: none"> • "Possible evidence" • Random controlled trials of good quality or quantity but falling short of strong evidence • Comparison group studies where intervention/comparison groups are very closely matched in academic achievement, demographics, time period of study, and data collection methodology 	<ul style="list-style-type: none"> • "Emerging consensus" may be informed by: <ul style="list-style-type: none"> • pre-post studies • observational studies without controls • comparison studies in which groups are not closely matched • meta-analyses of "lower quality" studies 	<ul style="list-style-type: none"> • Field-based, developing, promising practices that have not yet been studied • What experts see in the field that appears to be effective • Adapting practices and developing approaches that appear to be effective for specific students and contexts

Chart 2: Exploration of Effective Practices and Programs that Support the Academic and Behavioral Performances of Learners

	Practice Exploration			
	WHAT is the practice?	WHO is using this practice in the region?	WHAT evidence supports the use of this practice?	HOW does teacher education support this practice?
	<ul style="list-style-type: none"> Name it. Describe it. What are the key elements of this practice? How does it work? 	<ul style="list-style-type: none"> What teachers and what schools are using the practice? Is it a practice of (an) individuals or is it part of the school? Has it been widely adopted in that setting? Is it supported and sustained in that setting? 	<ul style="list-style-type: none"> What <u>local</u> evidence is there that supports the claim for the effectiveness of this practice? What classification can we give this practice based on the quality of this evidence? See Chart 1. 	<ul style="list-style-type: none"> How do teacher educators support the study and advancement of this practice? How is this practice included in teacher preparation? How is this practice included in professional development?
"Real Life" Example				

**Evidence-Based Implementation Practices:
National Implementation Research Network Critical Implementation Elements (Dean Fixsen, U. South Florida)**

	Selection	Preservice Education and Professional Development	Consultation and Coaching	Staff Evaluation	Program Evaluation	Facilitative Administration	Systems Intervention
sDefinition	<p>Selection of:</p> <ul style="list-style-type: none"> Educators/ Practitioners who will implement Staff who will support implementation (Trainers, Coaches, Evaluators, Administrators) Staff of purveyor organization, if appropriate 	<ul style="list-style-type: none"> Supporting required behavior change necessary for implementation Principally provided through professional development and coaching Provided initially and throughout implementation process Provided for practitioner, supervisory, and administrative support levels 	<p>Coaching must be:</p> <ul style="list-style-type: none"> work based, opportunistic, readily available, and reflective. <p>Most common coach roles:</p> <ul style="list-style-type: none"> Supervision Teaching while engaged in practice activities Assessment and feedback Provision of emotional support 	<ul style="list-style-type: none"> Evaluation of staff to assess the implementation and outcomes of the skills taught in PD Sometimes called Practitioner Fidelity Assessments 	<p>Collection and analysis of:</p> <ul style="list-style-type: none"> Quality improvement information Organizational fidelity, and Overall organization performance; Helps assure continuing implementation of key components over time 	<p>Facilitative administrative support is:</p> <ul style="list-style-type: none"> Proactive Vigorous Enthusiastic Reduces barriers to implementation <p>It includes:</p> <ul style="list-style-type: none"> internal policy analyses, decisions, procedural changes, resource allocation, and culture that focus on what it takes to implement with fidelity 	<ul style="list-style-type: none"> Attending to multi-level alignments to support implementation Maintaining leadership focus Creating and staying connected to "champions" Intervening to change policies/ funding priorities Remaining vigilant to opportunities and threats to fidelity and sustainability at all levels Clear articulation of leadership responsibility and structure to support communication within and among all levels
"Real Life"							