

The Connecticut State Department of Education's Evidence-Based Guide for Equity-Driven Leadership

DRAFT

Under ESSA, there are four tiers, or levels of evidence. Throughout this guide the level indicator key is used to identify the evidence level at a quick glance.

Tier	Evidence Level	Evidence Descriptor
1	Strong Evidence	Supported by one or more well-designed and well-implemented randomized control experimental studies.
2	Moderate Evidence	Supported by one or more well-designed and well-implemented quasi-experimental studies.
3	Promising Evidence	Supported by one or more well-designed and well-implemented correlational studies.
4	Demonstrates a Rationale	Practices that have a well-defined logic model or theory of action , are supported by research, and have some effort underway to determine their effectiveness.

Interventions applied under Title I, Section 1003 (School Improvement) are required to have strong, moderate, or promising evidence (Tiers 1-3) to support them. All other programs under Titles I-IV can rely on Tiers 1-4.

Suggested citation: Connecticut State Department of Education. (2018). *CSDE and ESSA Evidence-Based Spending Guide*.

Systems

The Connecticut State Department of Education adheres to research supporting systematic, multi-tiered approaches to ensure equity and excellence for all students, staff, families, and the school community.

Evidence-based practice and rationale	Grade band	Evidence level and source
<p>Principal Pipeline Initiative</p> <p><i>Develop a core of effective principals to staff public schools through:</i></p> <ul style="list-style-type: none"> • <i>evidence-based school leadership standards,</i> • <i>pre-service training,</i> • <i>selective hiring, and</i> • <i>on-the-job evaluation and support.</i> <p><i>The target intervention audience is aspiring and newly placed principals.</i></p> <p><u>Principal Pipelines: A Feasible, Affordable, and Effective Way for Districts to Improve Schools</u> Infographic</p>	<p>PK – Gr. 12</p>	<p>Tier II: Moderate Evidence (Mathematics and Reading Achievement)</p> <p>Tier III: Promising Evidence (Principal Retention)</p> <p><u>ESSA Evidence Review of the Principal Pipeline Initiative</u> Abt Associates</p> <p><u>Principal Pipelines: A Feasible, Affordable, and Effective Way for Districts to Improve Schools Report</u> RAND: Gates, S. et. al, 2019</p> <p><u>What It Takes to Operate and Maintain Principal Pipelines</u> Kaufman et al., 2017</p> <p><u>Six Districts Begin the Principal Pipeline Initiative</u> Policy Studies Associates, Inc.: Turnbull, et. al. 2013</p> <p><u>Cultivating Talent Through a Principal Pipeline</u> Policy Studies Associates, Inc.: Turnbull, et. al. 2013</p>

Evidence-based practice and rationale	Grade band	Evidence level and source
<p><u>Continually Conveying an Invigorating Vision</u> <i>Leaders of sustained improvement recognize the importance not just of developing a compelling vision at the outset of a change effort, but of maintaining the vision’s captivating nature and adjusting it, if needed, to reflect new growth opportunities.</i></p> <p>Monitoring Short- and Long-Term Goals and Aligning Resources to Support Their Achievement</p> <ul style="list-style-type: none"> • <i>Continue to develop goals for the organization that are informed by data and based on both progress and challenges.</i> • <i>Determine how to strategically attain goals, breaking them down into discrete tasks.</i> • <i>Update timelines and align resources to support the efforts.</i> <p>Building Acceptance of the Vision</p> <ul style="list-style-type: none"> • <i>Encourage and cultivate collaborative decision-making and a collective sense of responsibility among staff and stakeholders.</i> • <i>Consider how communication can contribute to transparency and to stakeholders’ belief in and commitment to the rationale for the school’s vision.</i> 	<p>PK – Gr. 12</p>	<p>Tier III – Promising Evidence</p> <p><u>Promising Leadership Practices for Rapid School Improvement that Lasts</u></p> <p><i>Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd</i></p> <p>***The Promising Practices in this document are most effective when implemented together vs. implementing individual interventions.</p>

Evidence-based practice and rationale	Grade band	Evidence level and source
<p>Changing the role of the principal supervisor to focus more on principal support and less on operations <u>Executive Summary</u></p> <p><i>Motivated by an effort to increase student learning and achievement by improving principal effectiveness, this emerging practice includes five core components to develop and support principals:</i></p> <ul style="list-style-type: none"> • Revising the principal supervisors’ job description to focus on instructional leadership • Reducing principal supervisors’ span of control (the number of principals they oversee) and changing how supervisors are assigned to principals • Training supervisors and developing their capacity to support principals • Developing systems to identify and train new supervisors (succession planning) • Strengthening central office structures to support and sustain changes in the principal supervisor’s role 	<p>PK – Gr. 12</p>	<p>Tier III: Promising Evidence</p> <p><u>A New Role Emerges for Principal Supervisors</u> Goldring, Ellen B., Jason A. Grissom, Mollie Rubin, Laura K. Rogers, Michael Neel, and Melissa A. Clark. “A New Role Emerges for Principal Supervisors: Evidence from Six Districts in the Principal Supervisor Initiative.” New York: Wallace Foundation, 2018.</p>

Evidence-based practice and rationale	Grade band	Evidence level and source
<p>Diversifying the Educator Workforce</p> <p><i>As schools and districts strive to close achievement gaps for students of color, ensuring access to effective teachers who reflect the diversity of our PK–12 students is a problem that can and must be solved. All Connecticut school districts are required to comply with PA 18-34 (An Act Concerning Minority Teacher Recruitment and Retention) by developing and implementing a Minority Teacher Recruitment (MTR) plan. This guidebook and its companion documents support the technical aspects of plan development as well as address underlying racial, cultural, relational, and systems issues that must be addressed for successful implementation of any hiring and selection plan.</i></p> <p><u>Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce: A Guidebook for Hiring and Selection</u></p>	<p>PK – Gr. 12</p>	<p>Tier IV: Demonstrates a Rationale</p> <p><u>The State of Racial Diversity in the Educator Workforce</u> U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, <i>The State of Racial Diversity in the Educator Workforce</i>, Washington, D.C. 2016</p> <p><u>Where Are All the Black Teachers? Discrimination in the Teacher Labor Market</u> D’Amico, et. al, 2017</p> <p><u>Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color</u> Carver-Thomas, D. 2018: Learning Policy Institute</p> <p><u>The Long-Run Impact of Same Race Teachers</u> Gershenson, Seth, et al, March 2017</p>

Evidence-based practice and rationale	Grade band	Evidence level and source
<p>Using Research and Asset-Based Practices to Implement Foundational Components to Design Racially and Economically Integrated Schools</p> <p><i>Using an equity-based framework to achieve a positive, inclusive school culture enables schools and communities to work together to counter institutionalized systems that have worked against traditionally marginalized students. Using research and asset-based practices to focus on (1) Inclusive, Co-constructed Planning; (2) School-based Supports; and (3) Outcome Measures provide opportunities to design schools to meet the academic and social needs of all students.</i></p> <p><u>Equity-Based Framework for Achieving Integrated Schooling</u></p>	<p>PK – Gr. 12</p>	<p>Tier IV: Demonstrates a Rationale</p> <p>Bryk, A.S., Sebring, P.B., Allensworth, E., Luppescu, S., & Easton, J.Q. (2010). <i>Organizing Schools for Impro</i> Bojorquez, 2014</p> <p>Cooper C.W., Allen R.M., & Bettez, S.C. (2009). <i>Forming culturally responsive learning communities in demographically changing schools</i> Aronson & Laughter, 2016</p> <p>Darling-Hammond, L. (2010). <i>The Flat World and Education: How America’s Commitment to Equity Will Determine Our Future</i>. New York, N.Y.: Teachers College, Columbia University</p> <p>Ferguson, C., Jordan, C., & Baldwin, M. (2010). <i>Working Systematically in Action: Engaging Family & Community</i>. Austin, Texas: SEDL</p> <p>Harvard Family Research Project (2010). <i>Partnerships for Learning: Promising Practices on Integrating School and Out-Of-School Time Program Supports</i>. Cambridge, Mass</p> <p>Kahlenberg R. (2016). <i>School Integration in Practice: Lessons from Nine Districts</i>. The Century Foundation.</p> <p>Lhamon, C.E. (2014). <i>Dear Colleague Letter: Resource Comparability</i>. Washington, D.C.: U.S. Department of Education, Office for Civil Rights. https://www2.ed.gov/about/offices/list/ocr/letters/colleague-resourcecomp-201410.pdf</p> <p>Wei, R.C., Darling-Hammond, L., Andree, A., Richardson, N., & Orphanos, S. (2009). <i>Professional Learning in The Learning Profession: A Status Report on Teacher Development in the United States and Abroad</i>. Dallas, Texas: National Staff Development Council.</p>

Leadership Practice/Leadership for Instructional Practice

The Connecticut State Department of Education adheres to research that supports equity-driven leadership practices that ensure culturally responsive teaching and leading practices and policies, rigorous instruction and engaging learning opportunities, confronting inequitable systems and policies in order to ensure each student’s well-being and academic success, and using the strengths of staff and the school community for continuous school improvement.

Evidence-based practice and rationale	Grade band	Evidence level and source
<p>Building collaborative, trusting relationships with families and caregivers.</p> <p><i>Engaging families in the education of their children can produce dramatic gains in children’s social and emotional development, academic achievement, and success in life.</i></p>	<p>PK – Gr. 12</p>	<p>Tier II: Moderate Evidence</p> <p><u><i>A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement</i></u> <u>Henderson, Anne T., and Mapp, Karen T. 2002.</u></p> <p>Tier IV: Demonstrates a Rationale</p> <p><u>Full, Equal and Equitable Partnerships with Families</u></p>

Evidence-based practice and rationale	Grade band	Evidence level and source
<p><u>Motivating Teachers to Maintain Commitment to Transforming the School</u> <i>Leaders of sustained improvement focus on results for students and adults. Their practices encourage ongoing teacher engagement in pursuit of the challenging but rewarding work of creating a high-quality school for students. Leaders make an effort to transform teachers’ notions of what they - teachers - can accomplish, both as individuals and collectively as an organization, on behalf of students.</i></p> <p>Matching Teachers’ Strengths with Organizational Needs</p> <ul style="list-style-type: none"> <i>Monitor and assess teachers’ existing strengths and potential, and then align individual strengths with organizational needs.</i> <p>Actions Shaping Staff Perceptions of the Principal</p> <ul style="list-style-type: none"> <i>Leaders are aware of the power of their teachers’ positive perceptions of them as leaders, and they work to maximize that influence.</i> <p>Proactively Managing and Retaining Talent</p> <ul style="list-style-type: none"> <i>Managing human capital is a critical lever for many improvements; approach talent management with forethought and care.</i> 	<p>PK – Gr. 12</p>	<p>Tier III – Promising Evidence</p> <p>Promising Leadership Practices for Rapid School Improvement that Lasts</p> <p>Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd</p> <p>***The Promising Practices in this document are most effective when implemented together vs. implementing individual interventions.</p>

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<p><u>Leading Instruction for Ongoing Teacher Growth</u> <i>Leaders of sustained improvement expand teachers’ instructional repertoire and capacity beyond what is needed to raise the quality of instruction to the level required for initial school turnaround.</i></p> <p>Setting Teacher Performance Expectations and Anticipating Needs</p> <ul style="list-style-type: none"> • <i>Provide individualized support to teachers while, at the same time, holding individual teachers accountable for continuing to reach for and achieve ambitious standards for student learning.</i> <p>Ascertaining, Implementing, and Praising</p> <ul style="list-style-type: none"> • <i>Monitor teachers’ growth and development, adjust teachers’ professional learning opportunities and supports on the basis of formative and summative assessments, and call attention to instances of high performance and excellence.</i> 	<p>PK – Gr. 12</p>	<p>Tier III – Promising Evidence</p> <p><u>Promising Leadership Practices for Rapid School Improvement that Lasts</u></p> <p><i>Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd</i></p> <p>***The Promising Practices in this document are most effective when implemented together vs. implementing individual interventions.</p>

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<p><u>Insisting on a High-Quality Learning Experience for All Students, Regardless of Their Background</u></p> <p><i>Leaders of sustained improvement cultivate an environment that is both academically rigorous and supportive for students. Effective leaders understand that low academic performance is a function of multiple factors that, as leaders, they can influence. As a result, they resolutely strive to facilitate decision-making about how their organizations address school-based factors that affect student performance, as well as some factors that are traditionally non-school-based. Leaders are prepared to make dramatic adjustments to delivery of education services.</i></p> <p>Expecting Academic Excellence for Students</p> <ul style="list-style-type: none"> • <i>Recognize that student growth results from a balance between high expectations and appropriate support.</i> <p>Constantly Supporting Students in Pursuit of Academic Excellence</p> <ul style="list-style-type: none"> • <i>Ensure that students’ basic needs, such as safety, are addressed, and take steps to foster students’ sense of belonging.</i> • <i>Ensure high-quality instruction and student support in all classrooms.</i> 	<p>PK – Gr. 12</p>	<p>Tier III – Promising Evidence</p> <p><u>Promising Leadership practices for Rapid School Improvement that Lasts</u></p> <p><i>Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd</i></p> <p>***The Promising Practices in this document are most effective when implemented together vs. implementing individual interventions.</p>

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<p><u>Garnering and Maintaining Support from Partners</u></p> <p>Co-Creating Success with the District</p> <ul style="list-style-type: none"> View redesigning their own relationship, and the school’s relationship, with the district as a high priority, understanding that a positive partnership is important for rapid and continued improvement. <p>Connecting with Families and the Community</p> <ul style="list-style-type: none"> Find common ground with the school’s families and broader communities. These relationships are mutually beneficial, supporting the school’s efforts and playing a role in long-term improvement. 	<p>PK – Gr. 12</p>	<p>Tier III – Promising Evidence</p> <p>Promising Leadership practices for Rapid School Improvement that Lasts</p> <p>Hitt, D. H., & Meyers, C. V. (2017). <i>Promising leadership practices for rapid school improvement that lasts</i>. San Francisco, CA: WestEd</p> <p>***The Promising Practices in this document are most effective when implemented together vs. implementing individual interventions.</p>
<p>Improving and Supporting School and District Leadership is a Key to the Successful Implementation of School Reform</p> <p><i>Principals are second only to teachers as the most important school-level determinant of student achievement. Successful leadership practices include:</i></p> <ul style="list-style-type: none"> Developing a sense of purpose or vision Developing people Developing schools and districts as effective organizations Building capacity Empowering others Providing instructional guidance through professional standards, professional development, and personnel evaluation Developing and implementing strategic school improvement plans 	<p>PK – Gr. 12</p>	<p>Tier IV: Demonstrates a Rationale</p> <p>How Leadership Influences Student Learning (Leithwood et al., 2004)</p>

Evidence-based practice and rationale	Grade band	Evidence level and source
<p>Using Teacher Leadership to Promote Effective Teaching Practices, Inform School Decision Making, and Develop Relationships with Families</p> <p><i>Teacher leadership is a potentially powerful strategy to promote effective, collaborative teaching practices in schools that lead to increased student achievement, improved decision making at the school and district level, and create a dynamic teaching profession for the 21st century</i></p> <p>Teacher Leader Model Standards</p>	<p>PK – Gr. 12</p>	<p>Tier IV: Demonstrates a Rationale</p> <p>Increasing Teacher Leadership Matlach, L. (July 2010)</p> <p>Teacher Leadership as a Key to Education Innovation Danielson, C.(2006). <i>Teacher leadership that strengthens professional practice.</i></p> <p>Killion, J., & Harrison, C.(2006). <i>Taking the lead: New roles for teachers and school-based coaches.</i></p> <p>Teacher Leadership: An Assessment Framework For an Emerging Area of Professional Practice Jackson, T., et al, December (2010)</p>

Professional Learning

The Connecticut State Department of Education adheres to research that supports coaching and professional learning for school and district leaders to support them in developing and maintaining a high-quality teaching and learning practices, in supporting the academic, social and emotional needs of staff and students, and in developing and maintaining an inviting and welcoming school culture and climate. Research has shown that coaching and professional learning for administrators reduces principal turnover.

Evidence-based practice and rationale	Grade band	Evidence level and source
<p>Provide Research-Based Professional Learning for Teachers</p> <p><i>Teacher professional learning is a critical way to support the increasingly complex skills students need to learn in order to succeed in the 21st century. Effective professional learning is needed to help teachers learn and refine the instructional strategies required to teach these skills. A successful professional learning model:</i></p> <ul style="list-style-type: none"> • <i>is content focused</i> • <i>incorporates active learning utilizing adult learning theory.</i> • <i>supports collaboration, typically in job-embedded contexts</i> • <i>uses models and modeling of effective practice</i> • <i>provides coaching and expert support</i> • <i>offers opportunities for feedback and reflection</i> • <i>is of sustained duration</i> <p><u>Connecticut Guidance for a Professional Learning System</u> Connecticut State Department of Education (November 2015)</p>	<p>PK – Gr. 12</p>	<p>Tier II: Moderate Evidence</p> <p><u>Effective Teacher Professional Development</u> Darling-Hammond, L., Hyer, M. E., Gardner, M. (2017). <i>Effective Teacher Professional Development</i>. Palo Alto, CA: Learning Policy Institute</p>

Evidence-based practice and rationale	Grade band	Evidence level and source
<p>Provide Ongoing, Job-Embedded Support and Coaching for School Leaders</p> <p><i>Building the capacity of educational leaders to confront inequalities and create the conditions necessary for all students to thrive leads to leadership growth, improved student achievement, and reduction in principal turnover.</i></p> <div data-bbox="279 529 327 583" data-label="Image"> </div> <p>Still in the Game research paper.pdf</p> <p>Leading for Equity and Access Equity Leadership Dispositions</p>	<p>Pre-K - 12</p>	<p>Tier II: Moderate Evidence</p> <p>Still in the Game: How Coaching Keeps Leaders in Schools and Making Progress</p> <p>Lochmiller, C.R. (2014b). Leadership coaching in an induction program for novice principals: A 3-year study. <i>Journal of Research on Leadership Education</i>, 9(1), 59-84.</p> <p>Davis, S., Darling-Hammond, L., LaPointe, M., & Meyerson, D. (2005). <i>Review of research. School leadership study: Developing successful principals</i>. Palo Alto: Stanford Educational Leadership Institute</p> <p>Aguilar, E., Goldwasser, D., & Tank-Crestetto, K. (2011). Support principals, transform schools: Even a great leader needs a coach. <i>Educational Leadership</i>, 69(2), 70-73.</p>

Extended Learning

The Connecticut State Department of Education supports evidenced-based models of extended learning that provide academic support, enrichment opportunities, and improve social and emotional growth of students. Extended learning that includes interesting, hands-on, and engaging opportunities have shown positive results in student achievement, behavior and school attendance.

Evidence-based practice and rationale	Grade band	Evidence level and source
<p>Using a Data System with a Systems-Level Focus to Improve After School Programs for Students</p> <p><i>Districts and communities that use data beyond accountability and compliance will lead to improved quality of after school programs. Data systems with a systems-level focus require that technology is in place to collect and analyze data, that there are qualified people to collect, examine, and draw conclusions from the information, and that policies and processes are in place to support the use of data for continuous improvement.</i></p>	<p>K – Gr. 12</p>	<p>Tier II: Moderate Evidence</p> <p>Using Data to Strengthen Afterschool Planning, Management, and Strategy: Lessons from Eight Cities Gamse, Beth C., et al (2019)</p> <p>Connecting the Dots: Data Use in Afterschool Systems Spielberger, Julie, et al (April 2016)</p>
<p>Replicating Summer Programs with Proven Success from Investing in Successful Summer Programs: Review of Evidence Under the Every Student Succeeds Act</p> <p><i>Summer programs may be designed to provide academic support, enrichment opportunities, occasions for social and emotional growth, health benefits, or other positive outcomes. The Wallace Foundation commissioned RAND Education and Labor to conduct a systematic review of the evidence supporting summer programs, and examples of evidence-based programs to give guidance on the effectiveness of summer programs.</i></p>	<p>K – Gr. 12</p>	<p>Tiers I – III: Promising to Strong Evidence</p> <p>Investing in Successful Summer Programs: Review of Evidence Under the Every Student Succeeds Act McCombs, Jennifer Sloan, et al, RAND (June 2019)</p>

Evidence-based practice and rationale	Grade band	Evidence level and source
<p>Using Approaches that have Demonstrated Positive Impacts and/or Outcomes</p> <p><i>Promising approaches for effective summer learning programs include:</i></p> <ul style="list-style-type: none"> • <i>Teaching content that compliments curricular standards;</i> • <i>Hiring experienced, trained teachers to deliver academic lessons;</i> • <i>Using hands-on activities that are fun and engaging to teach concepts;</i> • <i>Limiting class size to 15 or fewer students, with two to four adults per classroom (at least one trained teacher);</i> • <i>Complimenting group learning with individual support; and</i> • <i>Teaching concepts that are grounded in real-world context.</i> 	<p>PK – Gr. 12</p>	<p>Tier III: Promising Evidence</p> <p>Effective and Promising Summer Learning Programs and Approaches for Economically-Disadvantaged Children and Youth Terzian, Mary, et al (July 2009)</p> <p>What Works for Summer Learning Programs for Low-Income Children and Youth Terzian, Mary, et al (July 2009)</p>
<p>Focusing on STEM instruction can lead to improved attendance and engagement during the school year</p> <p><i>Providing relevant, authentic, minds-on, hands-on instruction in science, technology, engineering, and mathematics through project-based summer learning programs can lead to increased motivation and engagement for students who may otherwise have begun a process of disengagement with school.</i></p>	<p>Grades 7 - 9</p>	<p>Tier III: Promising Evidence</p> <p>The Baltimore City Schools Middle School STEM Summer Program with VEX Robotics Mac Iver, Martha Abele, and Mac Iver, Douglas J. (July 2015)</p>