



CONNECTION

RESEARCH-PRACTICE PARTNERSHIP (RPP) NEWSLETTER

REDUCING NEWSLETTER FROM MONTHLY TO EVERY TWO MONTHS

By Jacqueline P. Leighton

You probably noticed that we did not publish a newsletter this past January. We are transitioning into publishing a newsletter every two months given that research activities have slowed down as the project is nearing its end. The project will come to an official end in 2021. Therefore, we are now in the final stages of collecting data. In the next six months, we will finalize all data collection and begin the process of analysis, writing and reporting. We will continue to provide a newsletter with updates on the analysis and preliminary results. Also, all presentations and published papers that result directly from the data collected from this project will be made available on the website leighton4learning.com. If you visit the site, you will find not only papers and presentations associated with this project, but many others.

To reiterate, the data collection phase of the project will be finalized by May-June 2020. At that point, no more data will be collected. The final year of the project (2020-early 2021) will be devoted to analysis and lead writing, which I (Jacqueline) will conduct personally.

Vicky has been instrumental in coordinating and organizing this project, and the data are now waiting to be analyzed. I am indebted to her for all her wonderful work. She and I are also indebted to the administrative staff, teachers, parents and especially the children who participated and went on this journey with us. aspects of education.

We have learned so much from everyone and these form the ideas for future projects. For example, one critical area is finding new ways to ensure children have time to share their voice in all aspects of the work that is conducted with them. Children's Rights is a topic that requires additional attention and elaboration in all

READY FOR ROUND 2?

Over the past few weeks we have seen more teachers submitting their responses on the questionnaire for Fiona's Feedback Adventure. It is great to see teachers from Calgary Arts Academy and Suzuki Charter School trying the intervention and talking to their students about feedback!

Some of you have been wondering, "what do I do next?" There are many possibilities! First of all, if you used Fiona's Feedback Adventure, did you use both condition 1 and condition 2? These stories are slightly different and can spark interesting discussions with your students. Second, if you go back to the instructions we emailed in the fall, you will see that you can modify the story. You could change the ending, perhaps when Fiona answers the question in front of her class, she gets the answer wrong. Another option - you could have the kids create their own endings for the story.

Of course, you are free to choose a different story or exercise, just like the brainstorming we did at our teacher meetings at the start of the school year. You can join the Community of Practice to access those ideas, or contact Vicky at vicky.qualie@ualberta.ca.

We are very confident that you will find new and innovative ways to encourage conversations with your students about feedback. If you need help, please reach out! Thank you for your continued support of this important research and thank you for submitting your feedback on the questionnaire!

RESOURCE

By Vicky Qualie

During my recent studies in education, I was introduced to a resource that many of my teacher colleagues were excited to explore.

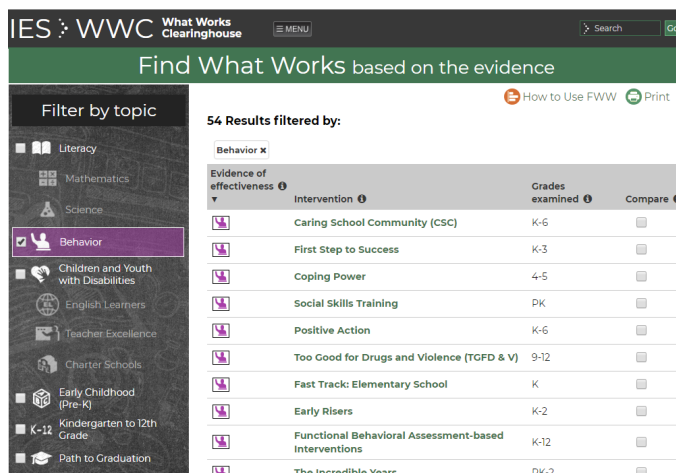
In 2002, the Institute of Education Sciences (U.S. Department of Education) created the What Works Clearinghouse (WWC). The purpose of WWC is to provide a central source of scientific evidence about what works in education. They review and assess studies across topic areas such as reading, math and early childhood education, among many others.

Users can access the WWC database and find "easy-to-digest information about specific types of programs and interventions" (Dynarski, 2010).

As an experiment, I chose the 'behaviour' topic and found 54 unique interventions that have been studied, including a rating of their evidence of effectiveness and what grades were included in each study.

The WWC also publishes practice guides for educators. These reports offer recommendations to help teachers address challenges in their classrooms and schools.

Learn more about the WWC by clicking on the photo below.



The screenshot shows the WWC website interface. On the left is a 'Filter by topic' sidebar with 'Behavior' selected. The main content area shows '54 Results filtered by: Behavior'. Below this is a table of search results.

Evidence of effectiveness	Intervention	Grades examined	Compare
✓	Caring School Community (CSC)	K-6	☐
✓	First Step to Success	K-3	☐
✓	Coping Power	4-5	☐
✓	Social Skills Training	PK	☐
✓	Positive Action	K-6	☐
✓	Too Good for Drugs and Violence (TGFD & V)	9-12	☐
✓	Fast Track: Elementary School	K	☐
✓	Early Risers	K-2	☐
✓	Functional Behavioral Assessment-based Interventions	K-12	☐
✓	The Incredible Years	PK-2	☐

REFERENCES

Dynarski, M. (2010). Connecting Education Research to Practitioners — and Practitioners to Education Research. *Phi Delta Kappan*, 92(1), 61–65. <https://doi.org/10.1177/003172171009200111>

REFLECTIONS

The next meeting of the RPP Advisory Board will be held on February 12, 2020 at 11:15 AM. This will be a virtual meeting, unless you care to travel to the University of Alberta to join Jacqueline and Vicky. Vicky will distribute an agenda, previous minutes, and a video-conference link one week before the meeting.

One of the agenda items will be to reflect on the lessons learned since we formed the RPP. We look forward to the opportunity to explore what is going well and what could be improved. This valuable feedback will enhance current and future partnerships.

We have accomplished a great deal over the past year as we learn to identify partner needs and meet the demands of robust intervention research. The application of RPPs in Canada is quite new and it feels like we are forging ahead with a useful strategy to share with our collective colleagues.

TEACHERS USING DIFFERENT TYPES OF INTERVENTIONS

During the course of the intervention, some teachers have reached out to us wondering how the intervention results will be useful if teachers have the freedom to use the intervention, modify it or not even use it all! This is a great question and allows me to explain the long process of developing evidence-based practice.

The first step in the development of any intervention is to **evaluate how well it meets the needs of the intended audience**. Believe it or not, your feedback are data! We are taking count of how many teachers use the intervention "as is," how many modify it and how and how many decide to not use it at all. This initial information leads to step 2. The second step requires an **evaluation of the feedback to determine whether there is pedagogical value in (a) revising the intervention or (b) scrapping the intervention all together** because it is not addressing the initial learning goal. This leads us into step 3. If the analysis of the feedback, coupled with the data we have collected from the children, suggest useful ways in which to revise the intervention, we would engage in this revision and then test the revisions with another group of classrooms. In step 3, **participating teachers would be expected to use the intervention explicitly as designed with a specific set of protocol instructions**. Teachers would be randomly assigned to an intervention or control group. Step 3 is the most challenging of any intervention development because there can be a lot of resistance to using experimental materials, which must be rigorously followed to collect efficacy data. As you can see this is a multi-year process and requires a lot of collaboration and trust!