

Expansion Competition -- Absolute Priority 2 (General)
Providence College
S411A210005

Testing the Impact of Self Regulation Strategy Development (SRSD)

Project Title: Testing the Impact of Self Regulation Strategy Development (SRSD)

Type of Grant Requested: Expansion.

Absolute & Invitational Priorities: 1: Strong Evidence; 2: Field-Initiated Innovations. IP 1: Innovative Approaches; IP 2: Promoting Equity and Adequacy in Student Access

Number of Schools: 200 Schools (50 treatment, 50 BAU; 100 additional) Year 5 may include possibly 50 additional schools during regional expansion; **Grades served:** K-5.

High-Needs Students: Students who receive free or reduced lunch, student with disabilities, students with COVID-19 related educational losses, students who underperform on national assessments, students from historically underserved populations/districts

Project Description: This project will study the implementation, testing and refinement of teachers using Self-Regulated Strategy Development (SRSD) to teach the writing process, with enhanced emphasis on developing SEL capacities embedded in the approach. Teachers will learn this approach via Practice-Based Professional Learning (PBPL) and onsite embedded support. The goal is to increase access points for writing proficiency, as well as teacher and student agency. An RCT will evaluate overall impact on academic and social emotional learning.

Project Objectives/Outcomes: Scale SRSD through supporting schools in learning, implementing and collecting data on SRSD; pdf-ed writing samples provided by teachers, ELA state assessment scores and SEL measures; Develop LEA capacity and a model infrastructure for continued scaling of SRSD; Teachers integrating strategies across content areas, with general social emotional instruction, increased use of self-regulation and embedding in school culture

Special Project Features: Increased accessibility using technology tools

Partner Organizations: Providence College, thinkAUM, AIR, MI and RI DOE, and Juneau DOE.